DOCUMENT RESUME

ED 482 305 PS 031 684

TITLE	Early Literacy Guidance: Prekindergarten - Grade 3.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	2002-00-00
NOTE	81p.; The Department appreciates the contributions of New York State teachers and Dr. Cheryl Liebling, New York State Technical Assistance Center, to the development of this document.
AVAILABLE FROM	New York State Department of Education, Education Building, 89 Washington Avenue, Albany, NY 12234. Tel: 518-474-3852; Web site: http://www.nysed.gov. For full text: http://www.emsc.nysed.gov/ ciai/ela/early.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Standards; Beginning Reading; Beginning Writing; Behavior Standards; Developmentally Appropriate Practices; *Early Childhood Education; Educational Practices; *Emergent Literacy; Preschool Curriculum; Primary Education; Reading Instruction; Reading Motivation; *State Standards; Student Evaluation; Teacher Student Relationship; Writing Instruction; Young Children
IDENTIFIERS	*Evidence Based Practice; *New York

ABSTRACT

The New York State Education Department has adopted the national reading goal that all children will be able to read independently and well by the end of Grade 3. Building on previous English language arts documents of the Department, this document provides teachers with additional specificity regarding the early literacy skills that students should know and be able to demonstrate in grades prekindergarten through 3. The document is presented in three sections. Section 1 delineates early literacy competencies in reading, writing, listening, and speaking. Section 2 summarizes the major findings of reading research regarding effective early reading and language arts practices, offers examples of instructional activities consistent with these recommendations, and contains references with additional instructional examples. Teachers are encouraged to use ongoing diagnostic assessments to inform their instruction. Section 3 presents strategies for achieving the English language arts standards. Each section is organized by grade level for prekindergarten/kindergarten, Grade 1, Grade 2, and Grade 3. (Contains 70 references.) (KB)

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ED 482 305

Early Literacy Guidance

Prekindergarten – Grade 3

- **Early Literacy Competencies**
- **Evidence-Based Instructional Practices**
- **Strategies for Achieving the English Language Arts Standards**

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INTRODUCTION

The New York State Education Department has adopted the national reading goal that all children will be able to read independently and well by the end of grade 3. To support this goal, the Department has undertaken a number of initiatives related to early literacy. This document, *Early Literacy Guidance: Prekindergarten – Grade 3*, builds on and enhances previous English language arts documents of the Department. *Early Literacy Guidance* provides teachers with additional specificity regarding the early literacy skills that students should know and be able to demonstrate in grades prekindergarten through 3.

The New York State Education Department recognizes the importance of recent reading research on early literacy teaching and learning, including *Preventing Reading Difficulties in Young Children* (Snow et al., 1998) and the *Report of the National Reading Panel* (2000). The New York State *Early Literacy Guidance* draws upon this significant research and reflects the six components of reading included in the recent research. These components are:

- Phonemic awareness
- Word recognition
- Background knowledge and vocabulary
- Fluency
- Comprehension
- Motivation to read

Early Literacy Guidance: Prekindergarten – Grade 3 is divided into three parts: Early Literacy Competencies, Evidence-Based Instructional Practices, and Strategies for Achieving the English Language Arts Standards. Each section is important and focuses on elements that are integral to helping children become readers. Each component of the *Early Literacy Guidance* is organized by grade level so that educators and parents can see the competencies that children who are making adequate progress have developed, and the strategies that they are using to achieve the English language arts learning standards.

A skill introduced at one grade level will need to be reinforced at subsequent grade levels. If a student has not made adequate progress toward developing a competency in the identified grade, opportunities for additional instruction and practice should be provided within the classroom and, if necessary, through academic intervention services such as tutoring and/or extended time. In addition, the Department encourages all schools to assess students regularly in early grade levels, and to use such assessment results to modify instruction and establish effective instructional groupings.

The Department appreciates the contributions of New York State teachers and Dr. Cheryl Liebling, New York State Technical Assistance Center, to the development of this document.

Early Literacy Competencies

Grade PreK

EARLY LITERACY COMPETENCIES

During prekindergarten, young children are beginning to develop language and literacy skills fundamental to learning to read and write in elementary school. Prekindergarten is a critical time for helping young children develop early literacy competencies in the dimensions of reading, writing, speaking, and listening.

READING

During **PREKINDERGARTEN**, STUDENTS ARE DEVELOPING **READING** COMPETENCIES IN ORDER TO:

I. **Phonological and Phonemic Awareness**
- A. Listen to and identify spoken language sounds in the environment
- B. Identify and produce spoken words that rhyme (e.g., rhymes, poems, songs, word games) including word families (e.g., ***c-at, b-at, s-at)***
- C. Count or tap the number of syllables in multisyllabic words to show awareness of the syllable as a discrete unit
- D. Count or tap the number of words in spoken sentences to show awareness of the word as a discrete unit

II. **Print Awareness**
- A. Understand that the purpose of print is to communicate
- B. Follow left-to-right and top-to-bottom direction when reading English
- C. Distinguish between letters and words to show awareness of printed letters
- D. Distinguish between print and pictures to show awareness of printed words
- E. Point to print as individual words are spoken to show awareness of printed words

III. **Alphabet Recognition**
- A. Recognize and name some letters of the alphabet, especially those in own name

IV. **Fluency**
- A. Read own name
- B. Recognize and identify environmental print including signs and labels

V. **Background Knowledge and Vocabulary Development**
- A. Learn and use new words in spoken communication
- B. Learn new words from books
- C. Use new vocabulary words to talk about life experiences
- D. Connect vocabulary and life experiences to ideas in books

VI. **Comprehension Strategies**
- A. Show interest in reading for different purposes (e.g., gaining information about the world and others)
- B. Make predictions about story events
- C. Retell stories with attentiveness to the sequence of events and main ideas
- D. Ask and answer questions about the content of books

VII. **Motivation to Read**
- A. Show interest in a range of preschool-level texts such as alphabet books, stories, poems, and informational texts

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WRITING

DURING **PREKINDERGARTEN**, STUDENTS ARE DEVELOPING **WRITING** COMPETENCIES IN ORDER TO:

I. **Print Awareness**
   A. Use left-to-right and top-to-bottom direction when writing English
   B. Use spacing between letters and words

II. **Spelling**
   A. Use sound or invented spelling to spell independently
   B. Write correctly own first name

III. **Handwriting**
   A. Write some uppercase and lowercase manuscript letters, especially those in own name

IV. **Composition**
   A. Label drawings with letters or words
   B. "Write" messages as part of play
   C. "Write" by using painting, drawing, letters, and some words

V. **Motivation to Write**
   A. "Write" and draw spontaneously to communicate meaning
   B. Show interest in sharing writing and drawing with others

LISTENING

DURING **PREKINDERGARTEN**, STUDENTS ARE DEVELOPING **LISTENING** COMPETENCIES IN ORDER TO:

I. **Listening**
   A. Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs)
   B. Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)
   C. Understand and follow oral directions
   D. Listen respectfully without interrupting others

SPEAKING

DURING **PREKINDERGARTEN**, STUDENTS ARE DEVELOPING **SPEAKING** COMPETENCIES IN ORDER TO:

I. **Speaking**
   A. Use prekindergarten-level vocabulary and grammar in own speech
   B. Speak for different purposes (e.g., share ideas about personal experience, books, or writing; retell a story; dramatize an experience or event)
   C. Speak audibly
   D. Speak with speed and expression appropriate for the purpose
   E. Take turns when speaking in a group

Grade K

EARLY LITERACY COMPETENCIES

READING

BY THE END OF **KINDERGARTEN**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **READING** ARE ABLE TO:

I. **Phonological and Phonemic Awareness**
- A. Identify and produce spoken words that rhyme
- B. Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (***k-it, s-it, b-it***)
- C. Count or tap the number of syllables in spoken words
- D. Isolate individual sounds within spoken words ("What is the first sound in ***can***?")—Phoneme Isolation
- E. Identify the same sounds in different spoken words ("What sound is the same in ***sit***, ***sip***, and ***sun***?")—Phoneme Identity
- F. Categorize the word in a set of three or four words that has a different sound ("Which word doesn't belong: ***doll, dish, pill***?")—Phoneme Categorization
- G. Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: ***/b/ /i/ /g/***—Phoneme Blending
- H. Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound ("How many sounds are there in ***big***? Move three counters.")—Phoneme Segmentation
- I. Recognize the remaining word when a phoneme is removed ("What is ***cat*** without the ***/k/***?")—Phoneme Deletion
- J. Make a new word by adding a phoneme to an existing word ("What word do you have if you add ***/s/*** to ***mile***?"—Phoneme Addition
- K. Substitute one phoneme for another to make a new word ("The word is ***rug***. Change ***/g/*** to ***/n/***. What is the new word?")—Phoneme Substitution

II. **Print Awareness**
- A. Understand that the purpose of print is to communicate
- B. Follow left-to-right and top-to-bottom direction when reading English
- C. Distinguish between letters and words
- D. Distinguish between print and pictures
- E. Track print by pointing to written words when texts are read aloud by self or others
- F. Identify parts of books and their functions (e.g., front cover, back cover, and title page)

III. **Alphabet Recognition and Phonics**
- A. Recognize and name automatically all upper-case and lowercase manuscript letters
- B. Recognize that individual letters have associated sounds
- C. Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words
- D. Identify some consonant letter-sound correspondences

IV. **Fluency**
- A. Read own name and names of family or friends
- B. Recognize and identify some sight words
- C. Read automatically a small set of high-frequency sight words (e.g., ***a, the, I, my, use, is, are***)
- D. Read familiar kindergarten- level texts at the emergent level

V. **Background Knowledge and Vocabulary Development**
- A. Learn the meaning of new words and use them in own speech
- B. Learn new words from books
- C. Use new vocabulary words to talk about life experiences
- D. Connect vocabulary and life experiences to ideas in books
- E. Use a picture dictionary to learn the meanings of words in books

VI. **Comprehension Strategies**
- A. Notice when sentences do not make sense
- B. Make predictions about story events
- C. Answer questions about text read aloud
- D. Retell or dramatize stories or parts of stories

VII. **Motivation to Read**
- A. Show interest in reading a range of kindergarten-level texts from a variety of genres such as alphabet books, stories, poems, and informational texts
- B. Read voluntarily familiar kindergarten-level texts
- C. Show familiarity with some book titles and authors

WRITING

BY THE END OF **KINDERGARTEN**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **WRITING** ARE ABLE TO:

I. Print Awareness
- A. Use left-to-right and top-to-bottom direction when writing English
- B. Use spacing between letters and words when writing on a line

II. Spelling
- A. Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)
- B. Use conventional spelling to spell some common or familiar words
- C. Write correctly own first and last names and the names of some friends or family

III. Handwriting
- A. Write legibly some uppercase and lowercase letters

IV. Composition
- A. Label drawings with letters or words
- B. Write as part of play (e.g., playing school, store, restaurant)
- C. Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)

V. Motivation to Write
- A. Write voluntarily to communicate for different purposes
- B. Share writing with others

LISTENING

BY THE END OF **KINDERGARTEN**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LISTENING** ARE ABLE TO

I. Listening
- A. Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audiocassettes)
- B. Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)
- C. Understand and follow oral directions
- D. Listen respectfully without interrupting others

SPEAKING

BY THE END OF **KINDERGARTEN**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **SPEAKING** ARE ABLE TO

I. Speaking
- A. Use kindergarten-level vocabulary and grammar in own speech
- B. Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- C. Speak audibly
- D. Speak with speed and expression appropriate for the purpose
- E. Take turns speaking in a group

Grade 1

EARLY LITERACY COMPETENCIES

READING

BY THE END OF GRADE 1, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN READING ARE ABLE TO:

I. **Phonemic Awareness**
- A. Count the number of syllables in a word
- B. Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words
- C. Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

II. **Decoding Including Phonics and Structural Analysis**
- A. Identify and produce letter-sound correspondences, including consonants and short and long vowels
- B. Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words
- C. Read common word families by blending the onset (*/s/*) and the rime (*/it/, /at/*) in grade-level words (***s-it, s-at***)
- D. Decode grade- level words using knowledge of root words, prefixes, suffixes, verb endings, plurals contractions, and compounds
- E. Check accuracy of decoding using context to monitor and self-correct

III. **Print Awareness**
- A. Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings.

IV. **Fluency**
- A. Sight-read automatically grade-level common, high-frequency words (e.g., ***have, said, where, two***)
- B. Sight-read automatically grade-level irregularly spelled words
- C. Sight-read automatically 300–500 words including sight and decodable words[1]
- D. Use punctuation cues to read connected text with appropriate speed, accuracy, and expression
- E. Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 1: 71 WPM[2])

V. **Background Knowledge and Vocabulary Development**
- A. Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- B. Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
- C. Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- D. Connect words and ideas in books to prior knowledge
- E. Learn new words indirectly from reading books and other print sources
- F. Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts
- G. Use a dictionary to learn the meanings of words

VI. **Comprehension Strategies**
- A. Read grade-level texts for different purposes
- B. Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
- C. Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text
- D. Use graphic or semantic organizers to organize and categorize information
- E. Ask questions in response to texts
- F. Answer simple questions (such as how? why? what if?) in response to texts
- G. Sequence events in retelling stories
- H. Summarize main ideas from informational texts
- I. Follow simple written instructions
- J. Use own perspectives and opinions to comprehend text

VII. **Motivation to Read**
- A. Show interest in reading a range of grade-level children's texts from a variety of genres such as stories, folktales, fairy tales, poems, and informational texts
- B. Read voluntarily familiar grade-level texts
- C. Show familiarity with title and author of grade-level books

[1] Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press, p. 81.
[2] Davidson, M., & Towner, J. (2000). *Reading Screening Test.* Bellingham, WA: Applied Research and Development Center.

WRITING

BY THE END OF **GRADE 1**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **WRITING** ARE ABLE TO:

I. Spelling
- A. Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families
- B. Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., */k/ /a/ /t/* for ***cat***)
- C. Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words
- D. Spell correctly three- and four-letter short vowel words
- E. Understand the difference between conventional spelling, and sound or invented spelling

II. Handwriting
- A. Write legibly most uppercase and lowercase manuscript letters
- B. Write letters legibly when dictated

III. Composition
- A. Write stories and informational text that establish a topic and use words that can be understood by others
- B. Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- C. Use conventional punctuation and capitalization to begin and end sentences
- D. Write compositions for different purposes and include text, illustrations, and other graphics

IV. Motivation to Write
- A. Write voluntarily to communicate to others
- B. Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend)
- C. Share writing with others (e.g., participate in author's circle)

LISTENING

BY THE END OF **GRADE 1**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LISTENING** ARE ABLE TO:

I. Listening
- A. Listen attentively to spoken language, including grade-level books read aloud
- B. Listen attentively for different purposes
- C. Listen respectfully without interrupting when others speak
- D. Attend to a listening activity for a specified period of time

SPEAKING

BY THE END OF **GRADE 1**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **SPEAKING** ARE ABLE TO:

II. Speaking
- A. Use grade-level vocabulary and conventional grammar in own speech
- B. Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- C. Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers, presentation to a group)
- D. Speak audibly
- E. Speak with speed and expression appropriate to the purpose and audience
- F. Take turns in conversation or speaking in a group
- G. Respond appropriately to what others are saying

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Grade 2 EARLY LITERACY COMPETENCIES

READING

BY THE END OF GRADE 2, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN READING ARE ABLE TO:

I. **Decoding Including Phonics and Structural Analysis**
- A. Identify and produce all letter-sound correspondences, including consonant blends and digraphs, and vowel digraphs and diphthongs
- B. Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words
- C. Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known word *boat*, read *coat, moat, goat*)
- D. Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)
- E. Check accuracy of decoding using context to monitor and self-correct

II. **Print Awareness**
- A. Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings

III. **Fluency**
- A. Sight -read automatically grade-level common, high-frequency words
- B. Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM[1])

IV. **Background Knowledge and Vocabulary Development**
- A. Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- B. Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary
- C. Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary
- D. Connect words and ideas in books to spoken language vocabulary and background knowledge
- E. Learn new words indirectly from reading books and other print sources.
- F. Use a dictionary to learn the meanings of words

V. **Comprehension Strategies**
- A. Read grade-level texts with comprehension and for different purposes
- B. Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text
- C. Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text
- D. Organize text information by using graphic or semantic organizers
- E. Compare and contrast similarities and differences among characters and events across stories
- F. Compare and contrast similarities and differences in information from more than one informational text
- G. Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs
- H. Ask questions when listening to or reading texts
- I. Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts
- J. Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing
- K. Support point of view with text information
- L. Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- M. Demonstrate comprehension of grade-level text through creative response such as writing, drama, and oral presentation

VI. **Motivation to Read**
- A. Show interest in a wide range of grade-level texts including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts
- B. Read voluntarily for own purposes and interests
- C. Show familiarity with the title and author of grade level books
- D. Read independently and silently

[1] Davidson, M., & Towner, J. (2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.

WRITING

BY THE END OF **GRADE 2**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **WRITING** ARE ABLE TO:

I. **Spelling**
- A. Spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing
- B. Use spelling patterns (e.g., word families) in writing
- C. Represent all the sounds in a word when spelling independently

II. **Handwriting**
- A. Write legibly all uppercase and lowercase manuscript letters

III. **Composition**
- A. Write in response to the reading of imaginative and informational texts
- B. Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports such as compare/contrast, and sequence of events; correspondence; and imaginative stories)
- C. Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- D. Make judgments about relevant and irrelevant content to include in writing
- E. Write sentences in logical order and use paragraphs to organize topics
- F. Use capitalization, punctuation, and spelling rules to produce final products
- G. Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)
- H. Begin to convey personal voice in writing
- I. Participate in writing conferences with teachers and peers to improve own writing and that of others

IV. **Motivation to Write**
- A. Write voluntarily to communicate ideas and emotions to a variety of audiences
- B. Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
- C. Share writing with others (e.g., participate in author's circle)

LISTENING

BY THE END OF **GRADE 2**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LISTENING** ARE ABLE TO:

I. **Listening**
- A. Listen attentively to spoken language, including grade-level books read aloud
- B. Listen attentively for different purposes
- C. Listen respectfully without interrupting when others speak
- D. Attend to a listening activity for a specified period of time

SPEAKING

BY THE END OF **GRADE 2**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **SPEAKING** ARE ABLE TO:

I. **Speaking**
- A. Speak in response to the reading of imaginative and informational texts
- B. Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
- C. Use conventional grammar in own speech
- D. Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)
- E. Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
- F. Take turns in conversation and respond respectfully when speaking in a group
- G. Participate in group discussions
- H. Offer feedback to others during conferences

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Grade 3

EARLY LITERACY COMPETENCIES

READING

BY THE END OF GRADE 3, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN READING ARE ABLE TO:

I. Decoding Including Phonics and Structural Analysis

A. Use knowledge of all letter-sound correspondences to blend sounds when reading unfamiliar, but decodable, grade- level words

B. Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC to read unfamiliar words, including multisyllabic grade-level words that are part of word families

C. Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

II. Fluency

A. Sight-read automatically grade-level high-frequency words and irregularly spelled content words

B. Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115] WPM[1])

III. Background Knowledge and Vocabulary Development

A. Study categories of words to learn grade-level vocabulary

B. Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning

C. Connect words and ideas in books to spoken language vocabulary and background knowledge

D. Learn new vocabulary and concepts indirectly when reading books and other print sources

E. Identify specific words causing comprehension difficulties in oral or written language

F. Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms

IV. Comprehension Strategies

A. Read grade-level texts with comprehension and for different purposes

B. Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text

C. Work cooperatively with peers to comprehend text

D. Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)

E. Use knowledge of the structure of imaginative text to identify and interpret plot, character, and events

F. Listen to or read grade-level texts and ask questions to clarify understanding

G. Listen to or read grade-level texts and answer literal, inferential, and critical/application questions

H. Summarize main ideas of informational text and details from imaginative text orally and in writing

I. Support point of view with details from the text

J. Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)

K. Demonstrate comprehension of grade-level text through creative responses such as writing, drama, and oral presentation

L. Infer underlying theme or message of written text

V. Motivation to Read

A. Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts

B. Read voluntarily for own purposes and interests

C. Show familiarity with titles and authors of well-known grade-level literature

D. Read independently and silently, including longer fiction and chapter books

[1] Davidson, M., & Towner, J. (2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.

WRITING

BY THE END OF **GRADE 3**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **WRITING** ARE ABLE TO:

I. Spelling

A. Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing

II. Handwriting

A. Write legibly all uppercase and lowercase manuscript letters
B. Write legibly all uppercase and lowercase cursive letters

III. Composition

A. Write in response to the reading of imaginative and informational texts
B. Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast)
C. Write in a variety of formats, such as print, multimedia
D. Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
E. Use grade-level vocabulary and sentence patterns in writing
F. Write sentences in logical order and use paragraphs to organize topics
G. Review work independently for spelling and conventional capitalization and punctuation
H. Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report)
I. Convey personal voice in writing
J. Begin to use literary elements in creative writing (e.g., figurative language)
K. Combine information from multiple sources when writing reports
L. Present and discuss own writing in conferences with teacher and peers, and respond with feedback

IV. Motivation to Write

A. Write voluntarily to communicate ideas and emotions to a variety of audiences
B. Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
C. Publish writing for classroom or school display

LISTENING

BY THE END OF **GRADE 3**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **LISTENING** ARE ABLE TO:

I. Listening

A. Listen attentively to books read aloud
B. Listen attentively for different purposes
C. Listen respectfully without interrupting when others speak
D. Attend to a listening activity for a specified period of time

SPEAKING

BY THE END OF **GRADE 3**, STUDENTS WHO ARE MAKING ADEQUATE PROGRESS IN **SPEAKING** ARE ABLE TO:

I. Speaking

A. Speak in response to the reading of imaginative and informational texts
B. Use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
C. Use conventional grammar
D. Recognize what is relevant and irrelevant for a particular audience
E. Communicate ideas in an organized and cohesive manner
F. Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)
G. Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
H. Take turns in conversation and respond respectfully when speaking in a group
I. Participate in group discussions
J. Offer feedback to others during conferences

Evidence-Based Instructional Practices

Prekindergarten – Grade 3

Evidence-Based Instructional Practices

INTRODUCTION

Effective practices identified in scientifically based reading research can help all students achieve New York State's early literacy competencies. The Reading Excellence Act defines *scientifically based reading research* as "the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties." Such research "employs systematic, empirical methods that draw on observation or experiment; involves rigorous data analyses that test stated hypotheses and justifies conclusions; relies on measurements or observational methods that provide reliable and valid data; and has been accepted by peer-reviewed journals or approved by a panel of independent experts." (Reading Excellence Act, 1998 [Section 2252])

The Reading Excellence Act also makes a significant contribution to the ongoing debate about balanced components of reading programs by defining reading and identifying major components of early reading instruction. Reading is defined as "a complex system of deriving meaning from print" that requires all of the following:

- Phonemic awareness: the ability to hear the individual speech sounds, or phonemes, in spoken language;
- Word recognition strategies including phonics;
- Fluency: the ability to read connected text with appropriate speed, accuracy, and expression;
- Sufficient background knowledge and vocabulary to foster reading comprehension;
- Comprehension strategies to construct meaning from print; and
- Motivation to read.

This definition asserts the ultimate purpose of reading as comprehension. However, it also declares loudly that fluent reading requires a complex system of well-integrated skills and abilities. During the early literacy period, children begin to develop the skills they will need to become fluent readers. In addition, while the Reading Excellence Act does not explicitly address the development of oral and written language skills, many researchers and educators alike argue that a balanced early literacy program thoroughly integrates reading, writing, and speaking and listening skills, strategies, and practice opportunities.

In 2000, the National Reading Panel disseminated information about the most effective approaches to teaching children to read in the *Report of the National Reading Panel*. On the basis of its review of scientific studies of reading, the panel concluded that strong evidence exists for including phonemic and phonological awareness, systematic phonics, guided oral reading to promote fluency, and direct instruction in vocabulary and a range of comprehension strategies in a balanced early reading program.

Although the National Reading Panel's report focused on specified dimensions of reading for which a significant body of scientifically based research exists, early literacy researchers also recognize that a balanced early literacy program includes activities to promote motivation to read as well as oral and written language development. Drawing upon a wider range of early reading and language arts research conducted during the past 30 years, *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) offers

additional best practice recommendations that are aligned with early literacy research.

This document summarizes the major findings of recent research reports regarding effective early reading and language arts practices and offers examples of instructional activities that are consistent with these recommendations. The recommendations are drawn from the core references listed below, additional references cited at the conclusion of each section, and other references included in the reference list at the conclusion of this section of the *Early Literacy Guidance*. Core sources of current early literacy research and evidence-based practices include:

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Center for the Improvement of Early Reading Achievement (2001). *Put reading first: The research building blocks for teaching children to read, kindergarten through grade 3*. Washington, DC: National Institute for Literacy.

National Reading Panel (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Development.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Southern California Comprehensive Assistance Center (2001). *Taking a Reading: A teacher's guide to reading assessment* and *Prevention/intervention: A way of thinking*. Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001–2002). *Intervention activities guide: Kindergarten, first grade, and second grade*. Austin, TX: Texas Education Agency.

Educators are encouraged to conduct a needs assessment of the approaches, materials, and activities they are currently using to determine the extent to which they are sufficiently aligned with research recommendations. Such an analysis should be conducted by grade-level teams looking carefully at the reading and language program by grade level for evidence that established criteria are consistently met or exceeded. For help in conducting such an analysis, one excellent resource is *A Consumer's Guide to Evaluating a Core Reading Program, Grades K-3: A Critical Elements Analysis* (Simmons & Kame'enui, n.d.). This source includes criteria for many, but not all, of the dimensions of reading identified in the Reading Excellence Act. Districts and schools are encouraged to identify criteria for all dimensions of reading and language arts that are part of the early literacy program.

Integrated assessment and instruction. Regardless of dimension of reading and language arts or grade level, it is important for teachers to become comfortable using ongoing diagnostic assessments. Data from such assessments can inform instructional decision making for the class as well as for modifications that support the early literacy development of individual students. Three diagnostic assessments that include measures for most of the dimensions of reading identified above include the *Texas Primary Reading Inventory* (Texas Education Agency, 2001–2002), *Taking a Reading: A Teacher's Guide to Reading Assessment* (Southern California Comprehensive Assistance Center, 2001), and *PALS: Phonological Awareness Literacy Screening* (Invernizzi & Meier, 2000–2001). These measures are widely used across the United States and are offered as examples that include assessments of some, but not necessarily all, dimensions or grade levels defined as part of the early literacy program. If districts and schools are currently using alternative assessments for screening and diagnosis, they are encouraged to compare these assessments with the examples identified above for evidence of alignment. The goal is that all students will be assessed with

respect to developing competence associated with all of the dimensions of reading and language arts that comprise the early literacy program. Such assessments should be scheduled at periodic intervals throughout the school year, and data from the assessments should be used to inform instruction.

When data from ongoing diagnostic assessments is used as the basis of targeted instruction for groups of individual students, the likelihood that students' instructional needs will be met is increased. The integration of assessment with active teaching further enhances students' progress toward achievement of New York's early literacy competencies. For those students who are not making adequate progress toward the early literacy competencies, however, intensive interventions in addition to classroom instruction are warranted. These interventions may include tutoring for struggling readers and kindergarten transition programs with certified teachers or trained tutors during, before, or after school.

PHONOLOGICAL AND PHONEMIC AWARENESS

Phonemic awareness is "the ability to notice, think about, and work with the individual sounds in spoken words" (Center for the Improvement of Early Reading Achievement, 2001, p. 2). These individual sounds are called *phonemes*. Evidence suggests that phonemic awareness activities that draw attention to the sounds that comprise words enhance the beginning reader's ability to decode, comprehend, and spell. The more general term ***phonological awareness*** refers to the ability to distinguish sounds in the everyday environment. Phonological awareness is best learned in activities that focus on oral rhyming and exposure to sound patterns in song, poetry, and rhymed stories or those that draw attention to particular sounds in the everyday world.

Evidence-based recommendations for phonemic awareness instruction (National Reading Panel, 2000) include the following (Center for the Study of Early Reading Achievement, 2001, pp. 2-10):

- **Time:** Devote a portion of the daily instructional program to phonemic awareness activities in prekindergarten, kindergarten, and grade 1. Guidelines include 20 hours of targeted instruction throughout each year with individual sessions of no more than 30 minutes.
- **Grouping:** Provide phonemic awareness in teacher-directed small groups. Small groups provide the optimal grouping for students to listen to and receive feedback from the teacher and peers.
- **Number of skills at a time:** Concentrate on one or two phonemic awareness skills at a time to avoid confusion. The most effective instruction combines sound manipulation with the letters of the alphabet; this kind of instruction serves as a bridge to phonics instruction.
- **Recommended phonemic awareness instructional practices:**
  - **Phoneme isolation:** "What is the first sound in ***van***?"
  - **Phoneme identity:** "What sound is the same in ***fix, fall,*** and ***fun***?"
  - **Phoneme categorization:** "What word doesn't belong: ***bus, bun,*** or ***rug***?"
  - **Phoneme deletion:** "What is ***smile*** without the ***/s/***?"
  - **Phoneme addition:** "What word do you have if you add ***/s/*** to the beginning of ***mile***?"
  - **Phoneme substitution:** "The word is ***bug***. Change ***/g/*** to ***/n/***. What's the new word?"
  - **Phoneme blending:** "Which word is ***/b/ /i/ /g/***?" (After ***big*** is identified, the teacher writes the letters as each sound in ***big*** is produced ***[/b/ /i/ /g/]*** and asks the students to say the word.)
  - **Phoneme segmentation:** How many sounds are in ***sit***? (After the sounds are identified, the teacher writes the letters as each sound is produced *[/s/ /i/ /t/]* and asks the students to say the word.)

- **Examples of phonological and phonemic awareness activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, MD: Paul H. Brookes.

Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore, MD: Paul H. Brookes.

Brody, S. (Ed.) (2001). *Teaching reading: Language, letters & thought*. 2nd ed. Milford, NH: LARC Publishing.

Southern California Comprehensive Assistance Center (2001). *Prevention/intervention: A way of thinking*. Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001-2002). *Intervention activities guide: Kindergarten, first grade, and second grade*. Austin, TX: Texas Education Agency.

Torgesen, J.K., & Mathes, P.G. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: ProEd.

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Phonological and Phonemic Awareness
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1
• **Text-based rhyming** • **Awareness of sounds in the environment** • **Phonemic awareness skills: phoneme identity, categorization, deletion, addition, substitution, blending, segmenting** • **Concept of word**	• Focus attention on rhyming words in daily shared reading of poetry, nursery rhymes, rhymed stories, and songs; write rhymed text on chart paper for group reading and identification of rhyming words; make Big Books with pictures of words that rhyme with a key word • Listen to and identify common sounds in the environment • Blend onset and rime to make known words • Phoneme isolation and identity: Sort picture cards according to initial and ending consonant sounds; identify first and last sounds in words ("Tell me the first sound in ***cat.***") • Phoneme categorization: Sort objects into groups of words having the same initial sound; identify the word that does not begin like the others (e.g., ***bat, bag, hit***) • Phoneme deletion, addition, or substitution: Phoneme deletion, for example, refers to the identification o the remaining word when a phoneme is removed: ("What is ***price*** without the ***/p/***?") • Phoneme blending: Blend spoken words from individual sounds. Pronounce words, one sound at a time. Identify the word (***/b/ /oo/ /k/ = book***) and use Elkonin blocks to represent sounds. Later, count the number of sounds • Blending onset and rime: Blend word parts to make known words (***/d/ - og = dog***) • Phoneme segmentation: Segment spoken words into component sounds using the "Move It—Say It" strategy. Using picture cards, identify words. Identify and/or count the sounds in the words, one sound at a time, moving a counter into a box for each identified sound. Continue the activity without pictures, pronouncing words having two, three, and four phonemes without pictures • Concept of word: Point to words within sentences as each word is pronounced to demonstrate concept of word within sentences.	• Model identification of sounds in daily group reading and writing of rhymed verse • Model sound identification when reviewing phonemic awareness skills, especially segmenting, blending, adding and deleting sounds and syllabication; emphasize medial sounds • Segment sounds in words and blend sounds to form words, using letters as manipulatives rather than counters to represent individual sounds • Concept of word: Point to words within sentences as each word is pronounced to demonstrate concept of word within sentences. **Note:** Some activities may also be appropriate for older students who may be having difficulty learning to read.

WORD RECOGNITION STRATEGIES INCLUDING PHONICS

Learning to read unfamiliar English words requires the use of **word recognition strategies**. The most important of the word recognition strategies that beginning readers learn is **phonics**. Phonics instruction teaches students the alphabetic principle—the systematic and predictable relationships between sounds (phonemes) and letters (graphemes). **The goal of phonics instruction is to teach students that there are "systematic and predictable relationships between written letters and spoken sounds"** (Center for the Improvement of Early Reading Achievement, 2001, p. 12). Learning the common letter-sound correspondences in English and techniques for blending the sounds to read regularly spelled words contributes to the ease with which beginners automatically recognize isolated written words as well as words within connected text.

Evidence-based recommendations for phonics instruction (National Reading Panel, 2000) include the following (Center for the Study of Early Reading Achievement, 2001, pp. 13–15):

- **Time:** Devote a portion of the daily instructional program to systematic and explicit phonics instruction, along with opportunities to practice using decoding skills when reading decodable text.
- **Grouping:** Provide phonics instruction in teacher-directed small groups, with individual students or with the whole class for greatest effectiveness. Students should practice decoding in whole group shared reading or when reading with a partner or independently.
- **Integration of assessment and instruction:** Group children on the basis of screening and ongoing diagnostic assessment of skills in word recognition, including the use of phonics for decoding. Update diagnostic assessment of skill development on a regular cycle in order to regroup students as they progress. Modify instruction to meet the needs of students who are having difficulty learning to decode using phonics and other word recognition strategies.
- **Recommended instructional practices:**
  - **Systematic and explicit phonics instruction.** Unlike literature-based reading programs that may embed phonics instruction within a meaning-based approach, or basals that focus on sight-word recognition of whole words, explicit phonics instruction guides students through a well-defined scope and sequence of letter-sound relationships. Teachers demonstrate or model sound production and blending, explain sound-symbol relationships, provide guided practice, and coach students as they apply decoding skills when reading connected text. Students practice reading decodable text; that is, connected text characterized by a high percentage of words containing those correspondences that students have already learned. Systematic and explicit phonics instruction is preferable to nonsystematic or embedded phonics instruction. It is recommended for all students regardless of socioeconomic background. Systematic phonics instruction benefits all students who are learning to read and, especially, those students who are experiencing difficulty in learning to read. When students decode easily, they are more able to focus their attention on text meaning.
  - **Early introduction of phonics.** Phonics instruction is most likely to be successful when it is introduced early. Kindergarten and grade 1 are the years of school during which systematic phonics instruction is likely to have the strongest impact on the ease with which students learn to read. During these years, systematic phonics instruction includes alphabet recognition and identification, all major letter-sound associations, and blending of sounds to read isolated words as well as words in the context of connected text. While two years of intense, explicit phonics instruction are generally sufficient for most students, students continue to perfect their decoding in grades 2 and 3 as they learn more advanced phonics generalizations.

Further, struggling readers continue to benefit from systematic phonics instruction beyond grade 1 to improve word reading and oral text reading skills. However, explicit phonics instruction has not been shown to improve the spelling or reading comprehension abilities of older, struggling readers.

- **Other word recognition strategies including decoding by analogy, structural analysis.** Once students have learned the basic phonics generalizations, they are ready to decode by analogy by reading unfamiliar words that are part of known word families. Students in grades 2 and 3 also use syllabication and structural analysis (e.g., roots, affixes) as aids in decoding multisyllabic, complex words.

- **Phonics is one part of a balanced reading program.** Phonics and other word recognition strategies are one part of a balanced reading program. In addition to decoding, a balanced early literacy program includes phonemic awareness; vocabulary development; comprehension strategies; reading children's literature to build motivation to read, familiarity with great literature, and critical thinking; and writing to convey meaning to different audiences.

- **Examples of word recognition activities including phonics.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction.* 2nd ed. Upper Saddle River, NJ: Prentice-Hall.

Brody, S. (Ed.) (2001). *Teaching reading: Language, letters & thought.* 2nd ed. Milford, NH: LARC Publishing.

Davidson, M., & Towner, J. (2000a). *Reading Screening Test: Passages and procedures for assessing oral reading fluency.* Bellingham, WA: Applied Research and Development Center, Western Washington University.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies.* Newark, DE: International Reading Association.

Strickland, D. (1998). *Teaching phonics today: A primer for educators.* Newark, DE: International Reading Association.

Southern California Comprehensive Assistance Center (2001). *Taking a reading: A teacher's guide to reading assessment.* Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001-2002). *Intervention activities guide: Kindergarten, first grade, and second grade.* Austin, TX: Texas Education Agency.

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Word Recognition Including Phonics
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grades 2–3
• **Print awareness**	• During daily reading aloud: Identify book parts; demonstrate left-to-right and top-to-bottom direction of English print using pointer to draw attention to individual words and sentences; discriminate illustrations and text • Make books that have defined parts • Concept of sentence and word: Use sentence strips to create sentences and divide sentences into component words.	• During daily reading aloud: Identify book parts; demonstrate left-to-right and top-to-bottom direction of English print using pointer to draw attention to individual words and sentences; discriminate illustrations and text • Make books that have defined parts • Concept of sentence and word: Use sentence strips to create sentences and divide sentences into component words.	• During daily reading aloud: identify different types of books and unfamiliar parts of books (e.g., chapter headings, table of contents, glossary, and index).
• **Alphabet recognition and identification** • **Write uppercase and lowercase letters** • **Time letter recognition**	• Manipulate letters and word, such as word sorts and use of magnetic letters • Print uppercase and lowercase letters on cards and time speed of identification as an indicator of automaticity • Identify letters using letter cards or magnetic letters • Hunt for specified letters or words containing specified letters in familiar text, magazines, or newspapers.	• Review letter name identification • Combine letter name identification with writing of uppercase and lowercase manuscript letters • Circle particular letters in a familiar story • Sort words on word cards according to letters in specified places • Time letter recognition for evidence of speed and accuracy.	

Word Recognition Including Phonics (continued)
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grades 2-3
• **Phonics** • **Decoding by analogy** • **Structural analysis**	• Teach the alphabetic principle explicitly by pointing to a letter, saying its sound, and having children repeat the sound; introduce letter-sound correspondences beginning with single letters in the initial position of one-syllable words; teach that letters represent sounds, and a sequence of letters in printed words represents a sequence of sounds in spoken words; trace words, letter by letter, saying each sound as letter is traced • Introduce letters and sounds in spelling pattern groups, making words from those letters (***/s/ /a/ /t/ /m/*** - Sam, tan, man) • Coach/practice reading of simple decodable text and familiar stories with patterned language.	• Teach the alphabetic principle explicitly for all letter-sound correspondences, including consonants, vowels, and blends and digraphs • Demonstrate blending beginning, middle, and ending sounds to decode common syllable patterns and read words: Draw a slide on the chalkboard, print each letter of a word from top to bottom of the slide; pronounce each sound as each letter is pointed to; identify and write word • Decoding by analogy: Use common word families (onset and rime) to read unfamiliar words; onsets and rimes (e.g., ***s*** - ***at***) can be printed on cards or tiles. Blend the sounds to form words and generate new words in the same family; substitute initial or final sounds to form new words • Structural analysis: Use root word cards with "affix cards" to help children combine roots with affixes including plural endings; use word cards to create compound words from one-syllable common words • Coach students as they practice decoding when reading grade-level meaningful, connected text that includes a high percentage of decodable words • Model reading words that students can spell, and the spelling of words that students are learning to read; coach practice of integrated reading and spelling • Model strategy for checking accuracy of decoding by attending to linguistic context and sense of passage.	• Teach advanced phonics generalizations explicitly • Use familiar word families as the basis for reading unfamiliar, but more complex, multisyllabic words • Teach common syllabication patterns explicitly as means of decoding complex, multisyllabic words • Teach structural analysis (roots and affixes) explicitly as means of decoding complex, multisyllabic words • Coach students as they practice decoding when reading grade-level meaningful, connected text that includes a high percentage of decodable words • Encourage self-monitoring of decoding accuracy by attending to syntactic and semantic context of text.

FLUENCY

Fluency is "the ability to read a text accurately and quickly…and with expression" (Center for the Improvement of Early Reading Achievement, 2001, p. 22). Research has identified fluency as a critical element of mature reading. Fluent readers have achieved a level of **automaticity** because they are able to recognize words quickly and accurately on the basis of their orthography, or spelling, even when those words can be decoded using phonics or other word recognition strategies. Automaticity with respect to speed and accuracy, however, is considered a necessary but insufficient condition for fluency. Fluent readers also read with expression. For this reason, expressive fluent reading is regarded as a bridge between decoding and comprehension, providing an indicator of the reader's attentiveness to text meaning.

Evidence-based recommendations for fluency instruction (Kuhn & Stahl, 2000; National Reading Panel, 2000) include the following (Center for the Study of Early Reading Achievement, 2001, pp. 24–30):

- **Time:** Recommendation is 15–30 minutes of fluency practice per reading lesson.
- **Grouping:** Students practice rereading familiar texts in whole group shared reading while teachers provide feedback and guidance, in peer pairs, with tutors, and independently, using an audio tape recorder for monitoring purposes. Choral reading and reader's theater also help to promote fluent reading.
- **Integration of assessment and instruction:** Time students' oral reading of unfamiliar 100—word passages periodically. Count the number of words read correctly in one minute, and update progress on a regular basis. Use target rates at each grade level as benchmarks for guidance on adequate progress (Davidson & Towner, 2000a). Use this information to group students for fluency practice.
- **Recommended instructional practices:**
  - **Repeated oral reading with guidance and feedback.** Model fluent reading followed by opportunities for students to practice rereading familiar passages with feedback on accuracy and speed. While reading fluency benefits from practice in automatically recognizing isolated sight words, fluency instruction generally focuses on oral rereading of connected text. This approach significantly improves readers' speed and accuracy of word recognition within connected text. Students should read text that is at their independent instructional level; that is, text that can be read with 95 percent accuracy. Text passages should be short (50–200 words) and include a wide range of literary genres.

Note: The National Reading Panel does not recommend independent, sustained silent reading as an approach to improved oral reading fluency. The panel concluded that, to date, insufficient evidence exists linking independent, sustained silent reading to oral reading fluency. The panel recommends additional research to investigate further the role of independent silent reading of connected text in early literacy.

- **Examples of fluency activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Brody, S. (Ed.) (2001). *Teaching reading: Language, letters & thought.* 2nd ed. Milford, NH: LARC Publishing.

Davidson, M., & Towner, J. (2000b). *Intervention manual in reading. Research-based instructional strategies to accompany the Reading Screening Test.* Bellingham, WA: Applied Research and Development Center, Western Washington University.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies.* Newark, DE: International Reading Association.

Southern California Comprehensive Assistance Center (2001). *Taking a reading: A teacher's guide to reading assessment.* Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001–2002). *Intervention activities guide: Kindergarten, first grade, and second grade.* Austin, TX: Texas Education Agency.

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Fluency
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grade 2	Grade 3
• **Sight-word reading** • **Repeated oral reading of familiar text** • **Guided oral reading with feedback** • **Shared reading/echo reading** • **Dramatic reading: choral reading and reader's theatre** • **Peer pairs, tutors, parents, independent oral reading using audiotapes**	• Engage students in shared reading of familiar texts • Model fluent reading of grade-appropriate texts using appropriate speed, accuracy, and expression • Use linguistic context with support from illustrations to read grade- appropriate texts at the emergent level (e.g., pretend reading) • Establish peer pairs who read together or read along with audio books.	• Engage students in shared reading of familiar texts • Model fluent reading of grade-level texts using appropriate speed, accuracy, and expression • Echo reading: Students repeat as teacher models fluent oral reading • Use word walls for reading isolated sight words to build fluency • Use flash cards for automatic recognition of grade-appropriate high-frequency (e.g., *was*) and irregularly spelled words • Provide explicit feedback when students read passages orally; encourage self-monitoring and self-correcting of word reading error • Use repeated reading strategy: First, time student reading a 100-word passage. Find a passage that is neither too difficult (takes more than 2 minutes to read, with more than 5 errors) nor too easy (student reads 85 WPM with less than 2 errors). Second, review miscues with the student. Third, student rereads for practice independently, with audiotape, or with partner. Fourth, student reads passage for retiming. Chart progress toward end of grade 1 target (71 WPM)[3] • Peer pairs read aloud to one another and provide feedback on accuracy.	• Echo reading: Model fluent reading of grade-level texts using appropriate speed, accuracy, and expression; students repeat • Use word walls to build word reading fluency • Sight words: Practice automatic recognition with speed and accuracy of grade-level high-frequency and irregularly spelled words; time word identification to gauge word reading fluency • Provide explicit feedback when students read passages orally, and encourage students to monitor reading and self-correct word reading errors • Use repeated reading strategy: First, time student reading a 100-word passage. Find a passage that is neither too difficult (takes more than 2 minutes to read, with more than 5 errors) nor too easy (student reads 85 WPM with less than 2 errors). Second, review miscues with the student. Third, student rereads for practice independently, with audiotape, or with partner. Fourth, student reads passage for retiming. Chart progress toward end of grade 2 goal (82 WPM)[4] • Peer pairs read aloud to one another and provide feedback on accuracy; use reader's theater and choral reading for dramatic, expressive reading.	• Model fluent reading of grade-level texts using appropriate speed, accuracy, and expression • Sight words: Practice automatic recognition with speed and accuracy of grade-level high-frequency and irregularly spelled words; time word identification to gauge word reading fluency • Provide explicit feedback when students read passages orally; encourage students to self-correct errors and to be attentive to punctuation • Use repeated reading strategy: First, time student reading a 100-word passage. Find a passage that is neither too difficult (takes more than 2 minutes to read, with more than 5 errors) nor too easy (student reads 85 WPM with less than 2 errors). Second, review miscues with the student. Third, student rereads for practice independently, with audiotape, or with partner. Fourth, student reads passage for retiming. Chart progress toward end of grade 3 goal (115 WPM)[5] • Peer pairs or small groups read aloud to one another and provide feedback on accuracy; use reader's theater and choral reading for dramatic, expressive reading.

[3–5]The target WPM and recommended procedure are discussed in Davidson & Towner (2000).

Development of vocabulary and background knowledge is a critical element of literacy because people use their knowledge of words and concepts to communicate and comprehend meaning. The breadth and depth of vocabulary directly influences individuals' ability to express and comprehend worldly experience, emotion, and ideas. Learners acquire new vocabulary through spoken and written language. Students who come to school with well-developed spoken language vocabularies are at an advantage in learning to read because spoken language vocabulary serves as a "scaffold" in beginning reading. A beginning reader's spoken language vocabulary supports both accurate decoding and text comprehension as students relate words that they read to their existing knowledge of words and concepts. As students advance, reading often becomes a primary means of expanding vocabulary because individuals frequently have far larger reading vocabularies than everyday speaking vocabularies. Indeed, vocabulary development is a lifelong pursuit and is a fundamental component of comprehension of complex text.

Evidence-based recommendations for development of vocabulary and background knowledge (National Reading Panel, 2000) include the following (Center for the Study of Early Reading Achievement, 2001, pp. 34-45):

- **Time:** Devote a portion of daily reading instructional time to the development of oral and reading vocabulary and background knowledge.
- **Grouping:** Provide explicit vocabulary instruction in small groups. Students may be grouped according to comprehension skills since there is a direct association between vocabulary development and comprehension. Whole class activities build spoken language competence, and shared reading and discussion of texts provide indirect opportunities to acquire vocabulary. Hands-on learning and field trips support the development of background knowledge and serve as the basis of language experience activities.
- **Integration of assessment and instruction:** Assess children's developing oral and reading vocabulary periodically. Tailor instruction to the needs of individual students with emphasis on vocabulary development and background knowledge as fundamental for successful comprehension.
- **Recommended instructional practices:**
  - **Vocabulary development activities that help students expand the breadth and depth of vocabulary indirectly.** Help students learn word meanings indirectly in instructional activities that enhance the acquisition of vocabulary as part of spoken and written language communication and comprehension. Instructional experiences include daily opportunities to participate in conversations with adults and peers, experiential learning, language experience activities, reading aloud to children, and independent reading followed by discussion about vocabulary and concepts encountered in written texts.
  - **Direct, explicit instruction in vocabulary development.** Teach vocabulary explicitly by pre-teaching vocabulary prior to reading text, actively engaging students in learning new words in multiple contexts over an extended period of time, discussing word meanings following the reading of text, using the dictionary and other reference aids in vocabulary development, and using syntactic and semantic context as aids in comprehending word meaning. Include structural analysis, such as the study of word etymology, root words and affixes, and words that are related semantically to improve vocabulary. Finally, use word walls as an effective strategy in the direct teaching of vocabulary.

- **Examples of vocabulary development activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. 2nd ed. Upper Saddle River, NJ: Prentice-Hall.

Brody, S. (Ed.) (2001). *Teaching reading: Language, letters & thought*. 2nd ed. Milford, NH: LARC Publishing.

Davidson, M., & Towner, J. (2000b). *Intervention manual in reading: Research-based instructional strategies to accompany the Reading Screening Test*. Bellingham, WA: Applied Research and Development Center, Western Washington University.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies*. Newark, DE: International Reading Association.

Southern California Comprehensive Assistance Center (2001). *Taking a reading: A teacher's guide to reading assessment*. Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001–2002). *Intervention activities guide: Kindergarten, first grade, and second grade*. Austin, TX: Texas Education Agency.

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Vocabulary and Background Knowledge
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grade 2	Grade 3
• **Language experience and thematic units** • **Conversational skills; conversation with fluent speakers** • **Integrated spoken and reading vocabulary** • **Instruction that is direct, explicit, and precedes reading instruction to activate prior knowledge and to teach new vocabulary** • **Word study that includes analysis of word structure, use of reference aids to learn meanings, and related words** • **Repeated exposure to new words used in multiple contexts** • **Active text reading** • **Vocabulary modified in text for struggling readers**	• Establish language-rich classroom environment with daily opportunities for meaningful conversation, using spoken language for a variety of purposes and audiences • Model fluent conversational skills • Provide multiple exposure to new words: Introduce new words in two or more contexts (e.g., illustrations, objects, picture dictionary, spoken vocabulary) • Read and reread stories aloud to build familiarity and increase frequency of exposure to target vocabulary; discuss words children may not know, relating to common experience • Provide direct instruction in word study, including use of picture dictionary and defining key words in books • Before reading: Activate prior knowledge using KWL chart, defining new words, using context to predict meaning • During reading: Explain meaning of new words or concepts within text and relate words to background knowledge • Use thematic units to study topics and use shared experiences as basis for language experience stories.	• Establish language-rich classroom environment with daily opportunities for conversation, using spoken language for a variety of purposes and audiences • Model fluent conversational skills • Provide direct instruction in word study, including use of dictionary and defining key words in books; target key words and ideas with accompanying illustrations for multiple exposure • Before reading: Activate prior knowledge using KWL chart, defining new words, predicting meaning; relate words in books to words in spoken vocabulary • During reading: Explain meaning of new words or concepts within text and relate words to background knowledge • Use word walls to group related words by roots and affixes, topic, or related meaning • Use thematic units to study topics and share experiences as basis for language experience stories and post-reading integrated language arts projects • Modify for struggling readers: Substitute easier words for more difficult words; encourage peer pair reading.	• Establish language-rich classroom environment, including daily opportunities to practice conversational skills for clarity in expression of ideas, building and sharing background knowledge • Model fluent conversational skills • Target key words and concepts for multiple exposure • Word study: Put familiar words on board to analyze root and affixes for meaning; use dictionary to confirm analysis; look for known parts of words in unknown words and use analogy to relate new words to known words • Use word walls to group related words by roots and affixes, topic, or related meaning • Before reading: Activate prior knowledge using KWL chart, defining new words, predicting meaning before reading • During reading: Discuss word meaning and concepts within text and relate to background knowledge • Use thematic units to study topics emphasizing vocabulary and concepts • Modify for struggling readers: Substitute easier words for more difficult words; encourage peer pair reading • Practice speaking to varied audiences for varied purposes.	• Establish language-rich classroom environment, including daily opportunities to practice conversational skills for clarity in expression of ideas, building and sharing background knowledge • Model fluent conversational skills • Target key words and concepts for multiple exposure • Word study: Put familiar words on board to analyze root and affixes for meaning; use dictionary to confirm analysis; look for known parts of words in unknown words and use analogy to relate new words to known words • Use word walls to group words by roots and affixes, topic, related meaning, or etymology/word origin • Before reading: Activate prior knowledge using KWL chart, defining new words, predicting meaning before reading • During reading: Discuss word meaning and concepts within text and relate to background knowledge • Use thematic units to study topics emphasizing vocabulary and concepts • Modify for struggling readers: Substitute easier words for more difficult words; encourage peer pair reading • Practice speaking to varied audiences for varied purposes.

COMPREHENSION STRATEGIES

Comprehension of text meaning is the ultimate purpose of reading. During the early literacy period, students are learning text comprehension strategies that will enhance their ability to understand and construct the meaning of what they read. Able readers are actively engaged in understanding text as they relate their background knowledge and vocabulary associated with topics to information in texts. In this way, readers monitor their comprehension, learning how to recognize when they have misunderstood text meaning and seeking clarification of the writer's message. Able readers also read for a variety of purposes. They are familiar with various text types, including stories and informational texts, and they are learning to read for different purposes.

Evidence-based recommendations for text comprehension instruction (National Reading Panel, 2000) include the following (Center for the Study of Early Reading Achievement, 2001, pp. 48-57):

- **Time:** Devote a portion of daily instructional time in reading and language arts to text comprehension instruction throughout the early literacy period.
- **Grouping:** Group students in small groups for explicit instruction in comprehension strategies. Provide opportunities to practice using comprehension strategies while reading or listening to connected text during shared reading in whole class groups, peer groups, and independent reading.
- **Integration of assessment and instruction:** Assess students' comprehension skills periodically using story retelling; an informal reading inventory with graded passages, including a variety of comprehension questions; or other appropriate screening or diagnostic instruments. Modify instruction to meet the needs of struggling readers with greater emphasis on comprehension strategies as children develop word recognition skills and sufficient vocabulary and concepts to support comprehension.
- **Recommended instructional practices:**
  - **Explicit instruction in comprehension strategies.** Teach specific reading comprehension strategies to enhance students' comprehension of text. These strategies include monitoring of comprehension, use of graphic and semantic organizers including story maps and informational text structures, answering and generating questions, and summarizing. Active teaching strategies for comprehension instruction include direct explanation, modeling, guided practice, and opportunities to apply strategies when reading connected text.
  - **Cooperative learning activities.** Create peer groups and ask students to construct text meaning collaboratively.
  - **Coordination of multiple strategies.** Coordinate multiple strategies flexibly (e.g., reciprocal teaching), in order to enhance comprehension. In reciprocal teaching, students use a sequence of strategies for group comprehension of text. These include asking questions about text, clarifying misunderstandings, summarizing text meaning, and predicting what will follow.

- **Examples of vocabulary development activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.

Brody, S. (Ed.). (2001). *Teaching reading: Language, letters & thought*. 2nd ed. Milford, NH: LARC Publishing.

Davidson, M., & Towner, J. (2000b). *Intervention manual in reading: Research-based instructional strategies to accompany the Reading Screening Test*. Bellingham, WA: Applied Research and Development Center, Western Washington University.

Pearson, P.D., Roehler, L.R., Dole, J.A., & Duffy, G.G. (1990). Developing expertise in reading comprehension. What should be taught? How should it be taught? *Technical Report No. 512*. Champaign, IL: Center for the Study of Reading.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies*. Newark, DE: International Reading Association.

Southern California Comprehensive Assistance Center (2001). *Taking a reading: A teacher's guide to reading assessment*. Los Angeles, CA: Southern California Comprehensive Assistance Center, Reading Success Network.

Texas Education Agency (2001–2002). *Intervention activities guide: Kindergarten, first grade, and second grade*. Austin, TX: Texas Education Agency.

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Comprehension
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grade 2	Grade 3
• **Comprehension strategies: comprehension monitoring; graphic and semantic organizers; question asking and answering; cooperative learning, multiple strategy integration** • **Listening comprehension** • **Pre-reading, reading, and post-reading activities** • **Modify instruction for struggling readers to include peer pairs, shared reading with audio books, simplified text, and cooperative learning/discussion groups**	• Listening comprehension: Read aloud daily and engage students in discussion about text meaning, retelling main ideas, or drawing pictures to summarize beginning, middle, and end of stories • During pre-reading and reading activities, model and provide guided practice in: predicting story events on the basis of text and pictures; asking and answering simple questions about setting, characters, and events; story retelling; and using pictures and text familiarity to monitor comprehension • During post-reading activities, guide students in retelling, illustrating stories, providing personal point of view, comparing current text to others by the same author or different authors on the same subject.	• Listening comprehension: Read aloud daily and engage students in discussion about text meaning, retelling main ideas, or drawing pictures to summarize beginning, middle, and end of stories • During pre-reading and reading activities, model and provide guided practice in: predicting and confirming ideas; asking and answering questions including "how" and "why" questions about setting, plot, characters, ideas; writing simple responses to written questions; story retelling and verbal summaries including sequencing events; discussing author's craft; categorizing information; and rereading and self-correcting to monitor comprehension • During independent and peer pair reading, coach students to use specific strategies as they read grade- level fiction and nonfiction texts for comprehension; • Modify for struggling readers to include peer pair reading, shared reading with audio books, simplified texts, and cooperative learning/discussion groups • During post-reading activities, organize book sharing discussions, book reports, follow-up research, writing, and art projects to extend the meaning of text.	• Listening comprehension: Read aloud daily and engage students in discussion about text meaning • During pre-reading and reading activities, model and provide guideded practice in: making and confirming predictions, asking and answering questions about setting, characters, plot, ideas; story retelling and verbal summaries; discussing author's craft including vocabulary; and monitoring comprehension, including rereading and self-correcting • During independent and peer pair reading, coach students to use specific strategies as they read grade-level imaginative and informational texts for comprehension • Modifications for struggling readers include peer pair reading, shared reading with audio books, simplified texts, and cooperative learning/discussion groups • Model interpretation of information in graphs, charts, and diagrams and provide practice opportunities • During post-reading activities, organize book sharing discussions, book reports, follow-up research, writing, and art projects, dramatizations, etc. to extend the meaning of text.	• Reciprocal teaching: During pre-reading and reading activities, provide explicit instruction and model participation in multiple strategy integration: predicting/confirming; asking and answering range of questions including literal, inferential, and application; discussing author's craft including vocabulary; monitoring comprehension to clarify misunderstanding; and summarizing ideas • During pre-reading activities, provide explicit instruction in the use of graphic and semantic organizers including story and expository structure maps for comprehension (e.g., cause and effect, sequence, main ideas and details) • During post-reading activities, provide explicit instruction in writing summaries of main ideas • During independent and peer pair reading, coach students to use specific strategies as they read grade 3 fiction and nonfiction texts for comprehension • Modify for struggling readers to include peer pair reading, shared reading with audio books, simplified texts, and cooperative learning/discussion groups • During post-reading activities, organize book sharing discussions, book reports, follow-up research, writing, and art projects; and dramatizations to extend the meaning of text.

Motivation to read for a wide range of purposes, including academic, work, or pleasure, is central to lifelong literacy. In today's society, many people read only when reading is required, rather than for pleasure. Yet, research suggests that those who are motivated to read tend to be more successful as readers; in turn, successful reading spawns greater motivation to read for a wider range of purposes. The challenge for classroom instruction is not only to teach skills and strategies but also to provide daily opportunities for students to enjoy the act of reading and to be exposed to high-quality, grade-level imaginative and informational texts. The successful integration of skills and strategies instruction with book reading, discussion, and language arts projects is an important characteristic of classrooms that have achieved balanced early literacy instruction.

Research-based recommendations to promote motivation to read (Snow, Burns, & Griffin, 1998) include the following:

- **Time:** Devote a portion of daily instructional time in reading and language arts to independent reading of texts that are of interest to students. Students should also read independently outside of school on a daily basis.
- **Grouping:** Promote motivation to read by having students participate in a range of groupings such as: shared reading in whole groups; literature study and book discussion in small groups; peer pair and independent reading of self-selected books; post-reading integrated language arts projects to extend meaning; and individual use of new technologies, including the reading of nonlinear text on the Internet.
- **Integration of assessment and instruction:** Assess students' independent reading level periodically using an informal reading inventory. Students should be able to read some books independently without frustration; encourage daily assisted or supported reading of more challenging books. Assess students' reading interests using an interest inventory in order to target student's interests for independent reading of self-selected books. In addition, help students maintain a log of books read that includes critical responses.
- **Recommended instructional practices:**
  - **Classroom collections and school libraries with high-quality fiction, nonfiction, and poetry.** Classroom collections of resources and school libraries that include fiction, nonfiction, and poetry by well-known authors are essential to support in-school daily independent reading of high-interest books that can be read without frustration. It is important that high-quality fiction and nonfiction high-interest books at the students' instructional reading levels are used for in-school daily assisted and supported reading of connected text. Students need regular opportunities to read self-selected books.
  - **Peer group discussion of books.** Peer group discussion of books read independently, integrated language arts projects, and reader's circle activities designed to share books in the classroom are important ways to build motivation to read. Multiple copies of books should be available for peer group activities.
  - **Reading outside of school.** Independent reading outside of school through homework assignments, summer reading lists, and supported by families and community organizations such as public libraries in out-of-school reading activities helps to build motivation to read.

- **Examples of vocabulary development activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Baker, L., Dreher, M.J., & Guthrie, J.T. (Eds.). (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford Press.

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Peterson, B. (2001). *Literacy pathways: Selecting books to support new readers*. Portsmouth, NH: Heinemann.

Raphael, T.E., Pardo, L.S., Highfield, K., & McMahon, S.I. (1997). *Book club: A literature-based curriculum*. Newark, DE: International Reading Association.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies*. Newark, DE: International Reading Association.

Rog, L.J. (2001). *Early literacy instruction in kindergarten*. Newark, DE: International Reading Association.

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Motivation to read
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grade 2	Grade 3
• **Resources read aloud that cause students to be engaged and enthusiastic** • **High-quality children's literature chosen for shared reading** • **Poetry, plays, etc. used for choral and dramatic group reading** • **School library resources selected independently or with assistance, such as children's fiction, nonfiction, or newspapers and magazines** • **Lessons that provide opportunities to identify parts of books and their purposes** • **Internet sites and sources used to provide motivation for reading** • **Literature study units, including peer group book discussions and author study activities** • **Integrated language arts activities to extend book reading** • **Independent reading out of school of self-selected books to complete school assignments, with guidance from families and support of community-based literacy organizations such as public libraries**	• Read aloud with expression, showing illustrations and print while reading • Engage students in shared reading of high-quality grade-level children's literature for kindergarten • Promote independent and peer pair reading and rereading of a wide variety of literary genres and well-known children's authors and illustrators • Explain parts of books and their purposes • Coach use of new technologies (e.g., computers, Internet) • Model and engage students in choral readings of poetry and dramatic readings of plays • Guide students in peer group book discussion, author study, integrated reading and language arts projects, including making books and performing puppet shows • Encourage sharing of post-reading products with peers and others in activities such as reader's circle • Assist students in maintaining a log of books read including a simple critical response.	• Read aloud with expression, showing illustrations and print while reading • Engage students in shared reading of high-quality grade-level children's literature for kindergarten • Read a wide variety of literary genres and well-known children's authors and illustrators • Promote independent and peer pair reading and rereading of a wide variety of literary genres • Identify parts of books and their purposes • Coach use of reading software and use of new technologies (e.g., Internet) to build motivation for reading nonlinear text • Model and engage students in choral readings of poetry, dramatic reading of plays • Guide students in book discussion, author study, integrated reading and language arts projects, including making books and performing puppet shows • Encourage sharing of post-reading products with peers and others in activities such as reader's circle • Assist students in maintaining a log of books read including a simple critical response such as where/when read (e.g., at home, school, library) and for what purpose (e.g., academic, pleasure).	• Read aloud with expression a wide variety of grade-level literary genres, well-known children's authors and illustrators; share illustrations • Promote independent and peer pair reading and rereading of a wide variety of literary genres and well-known children's authors and illustrators • Explain and model use of parts of books • Coach use of reading software and the Internet as source of nonlinear text • Engage students in choral and dramatic readings, etc. • In post-reading activities, guide students in book discussion, author study, integrated reading and language arts projects including making books, writing scripts and performing skits, and conducting research projects • Share post-reading products with peers and others in activities such as reader's circle • Maintain a log of books read, including critical response and purpose of reading (e.g., academic, pleasure), and where/when read (e.g., at home, in school, at library).	• Read aloud with expression a wide variety of grade-level literary genres by well-known children's authors and illustrators • Promote independent and peer pair reading and rereading of a wide variety of literary genres • Explain and model use of parts of books to meet different purposes • Coach use of reading software and the Internet as source of nonlinear text • Engage students in choral and dramatic readings • In post-reading activities, guide students in book discussion, author study, integrated reading and language arts projects including making books, writing scripts and performing skits, and conducting research projects • Share post-reading products with peers and others in activities such as reader's circle • Maintain a log of books read, including critical response and purpose of reading (e.g., academic, pleasure), and where/when read (e.g., at home, in school, at library).

The integration of writing with reading has long been identified as an important means of improving both reading and writing skills. Research has shown that spelling and decoding support one another when students learn to spell the words they are learning to decode and learn to decode the words they are learning to spell. Further, there is a mutually supportive role of composition and comprehension often characterized as the author-reader relationship. Writers create text that they hope readers will comprehend. Readers comprehend by constructing meaning of written text on the basis of what they bring to the text with respect to knowledge of subject content and knowledge of how to comprehend and create meaning when writing. To be effective, writers must be attentive to the purpose of writing and to their audience. Effective writing requires a willingness to revise text until the meaning is clearly communicated, as well as to be in command of conventions of written language that make it easier for readers to read written text. During the past 20 years, it has become evident that kindergarten–grade 3 students benefit from both explicit instruction in spelling and the writing process, and time to practice creating meaningful and comprehensible written text.

Research-based recommendations to promote motivation to read (Snow, Burns, & Griffin, 1998) include the following:

- **Time:** Devote a portion of daily instructional time in reading and language arts to spelling and composition using the writing process, and to development of handwriting.
- **Grouping:** Promote writing by having students participate in a range of groupings, including whole group shared writing; small groups for explicit instruction in spelling and the writing process; peer pair conferences; and independent writing. Students work independently, using writing process software, and they participate in group and individual conferences regularly. In preK, kindergarten, and grade 1, writing (or drawing) is also integrated into group and individual play.
- **Integration of assessment and instruction:** Assess students' ability to write periodically using a developmental rubric and a developmental spelling test. Use pretests and posttests associated with the spelling curriculum also. Students maintain a writing portfolio, some pieces of which are published to share with others. Schedule individual student-teacher conferences on a regular basis to review portfolio documents. Focus explicit instruction on those skills that assessments have identified as important for students to master, with respect to handwriting, spelling, and the writing process, as students learn to write for a wide range of purposes and for different audiences.
- **Recommended instructional practices:**
  - **Explicit instruction on print awareness.** Include directionality, spacing, and characteristics of specific types of texts.
  - **Explicit instruction on handwriting.** Teach upper- and lowercase manuscript letters (kindergarten–grade 1), and upper- and lowercase cursive letters (grade 2).
  - **Explicit instruction on conventional spelling patterns and rules.** Provide explicit instruction in using alphabetic principle for spelling words phonetically, and in spelling-sound word patterns. Integrate spelling and reading. Allow use of invented spelling in kindergarten –grade 1, but by grade 2, encourage students to use conventional spelling primarily.
  - **Explicit instruction on writing process strategies.** Writing process strategies include prewriting, drafting, revising, proofreading, and editing. Students need ample opportunities to write on self-selected topics, as well as those determined by the teacher. By grade 2, students should use process software. Sharing writing with others is critical and helps to build motivation to write. Students will share final products, such as published books.
  - **Integration of reading and writing.** The careful integration of spelling with decoding, and composition with comprehension, enables the student to develop skills in both reading and writing.
  - **Build motivation to write by providing opportunities to practice and share writing with others.** Provide daily opportunities for students to practice writing for different purposes and different audiences. Integrate reading comprehension and written language composition.

- **Examples of vocabulary development activities.** In addition to the grade-level activities identified in the following chart, refer to these resources for additional suggestions:

Brody, S. (Ed.). (2001). *Teaching reading: Language, letters & thought*. 2nd ed. Milford, NH: LARC Publishing.

Burns, M.S., Griffin, P., & Snow, C.E. (Eds.). (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

Rasinski, T.V., Padak, N.D., Church, B.W., Fawcett, G. and others (2000). *Classroom-tested strategies*. Newark, DE: International Reading Association.

Rog, L.J. (2001). *Early literacy instruction in kindergarten*. Newark, DE: International Reading Association.

Strickland, D.S., & Morrow, L.M. (2000). *Beginning reading and writing*. Newark, DE: International Reading Association.

Writing
Sample Instructional Activities by Grade Level

Strategies	Prekindergarten/ Kindergarten	Grade 1	Grade 2	Grade 3
• **Print awareness** • **Handwriting: upper- and lowercase manuscript and cursive letters** • **Spelling: explicit instruction on conventional patterns and rules** • **Composition: explicit instruction on skills of writing process, including use of writing process software for final products** • **Integration of reading and writing: decoding/spelling and comprehension/ composition** • **Motivation to write: build opportunities to practice and share writing with others**	• Print awareness: Demonstrate directionality and spacing when writing English • Handwriting: Model and guide practice in writing some manuscript letters • Spelling: Use invented spelling to reflect alphabetic knowledge; some conventional spelling of common words including names; word dictation • Composition: Model labeling objects and writing for different purposes; coach writing using pictures and words to express ideas; integrate writing with play; share writing in author's circle and publish products • Motivation to write: Encourage motivation conferences, sharing writing with audience, public displays of writing, and creating portfolios • Writing software: Use simple software, allowing time to practice.	• Handwriting: Model and guide practice in writing all upper- and lowercase manuscript letters • Spelling: Use invented spelling to reflect families, high-frequency sight words, and previously studied words; integrate spelling with word reading so that decoding supports spelling and spelling supports decoding; use word dictation, word games, and sorts • Composition: Model writing on different topics to communicate messages by using grade-appropriate vocabulary, sentence structure, and punctuation; use classroom resources, including word walls and dictionaries, to help with spelling and vocabulary choice; coach students in journal writing with some attention to the writing process; provide constructive feedback in conferences • Motivation: Write stories, poetry, and informational text, encouraging sharing through author's circle and creating public displays and portfolios; produce published works • Writing software: Use computer software to produce published works.	• Handwriting: Model and provide guided practice in writing manuscript letters legibly • Spelling: Model conventional spelling of particular spelling patterns (e.g., doubling final letters, vowels, blends, plurals, roots and affixes), common word families and high-frequency words, and previously studied words; encourage invented spelling for phonetically unfamiliar words; integrate spelling and reading to support one another; use word dictation, word games, and sorts • Composition: Model writing on different topics by using organizational patterns such as compare/contrast and sequence; provide explicit teaching of skills for punctuation, sentence structure, topic sentences, and logical order of sentences in paragraphs; coach students in all phases of the writing process, forming small groups for conferences and feedback; coach students to produce products with conventional spelling and mechanics for publication and sharing • Motivation to write: Encourage a variety of texts for different audiences by publishing books, sharing writing in author's circle, public displays, and portfolios; encourage voluntary writing on self-selected topics • Writing software: Use computer software to publish texts.	• Handwriting: Model and provide guided practice in writing manuscript and cursive letters legibly • Spelling: Provide explicit instruction in conventional spelling patterns for multisyllabic words and provide guided practice in spelling conventionally all previously studied words and patterns; integrate spelling and reading; use word dictation, word games, and sorts, choosing correctly spelled word from a pair; form new words using morphemes • Composition: Provide explicit instruction in writing skills, including logical structure, and organizational patterns; provide small group instruction for vocabulary choice, sentence structure, and mechanics; coach students in all phases of the writing process, forming small groups for conferences and feedback; coach students to produce products for publication and public display that are easily read by others • Motivation to write: Encourage writing a variety of texts that reflect the author's personal voice and are written for different audiences by publishing books, sharing writing in author's circle, public displays, and portfolios of fiction, poetry, informational text, and personal narrative; encourage voluntary writing on self-selected topics • Writing software: Publish texts using computer software.

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Strategies for Achieving the English Language Arts Standards

45

Strategies for Achieving the English Language Arts Standards

Standard 1:
Students will read, write, listen, and speak for information and understanding.

Standard 2:
Students will read, write, listen, and speak for literary response and expression.

Standard 3:
Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4:
Students will read, write, listen, and speak for social interaction.

Grades Prekindergarten–Kindergarten

Grades PreK/K

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 1. In prekindergarten, students *are beginning* to develop these Standard 1 skills.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read informational texts (or listen to them read aloud), such as:
  - Picture books, pictionaries, and children's encyclopedias
  - Classroom displays, charts, posters, and picture maps
  - Signs and labels in the classroom or school
  - Experience charts
  - How-to books
  - Alphabet books
  - Informational books written for beginning readers
  - Electronic books for beginning readers
- Use comprehension strategies when reading informational texts at an emergent level (or listening to informational texts read aloud) in order to:
  - Collect data and facts
  - Interpret information represented in pictures, illustrations, and simple charts and webs
  - Recognize and begin to interpret familiar signs and symbols from the environment
  - Distinguish between texts with stories and texts with information
  - Clarify the text's meaning
- Draw on prior knowledge and vocabulary to make connections between personal experiences and the content of informational texts
- Locate and use classroom and library media center resources with assistance, to acquire information
- Select informational books, with assistance, on the basis of personal choice/interest or teacher-selected criteria

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following in order to begin to transmit information:
  - Drawings
  - Letters of the alphabet
  - Numbers
  - Words, phrases, or a short sentence explaining or describing a picture or fact
  - Lists and labels
  - Names of persons, places, and things
- Communicate information using letters, words, drawings, and symbols
- Copy words, phrases, and sentences from books, magazines, signs, charts
- Write own name on pictures, drawings, paintings, and written products
- Use age-appropriate print and electronic resources to support writing of informational text
- Maintain, with assistance, a portfolio that includes informational writings and drawings

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Grades PreK/K

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 1. In prekindergarten, students *are beginning* to develop these Standard 1 skills.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for data, facts, and ideas during, for example:
  - Circle time
  - Small group discussions
  - Group project reports
  - Media presentations
  - Role play
  - Singing and music
- Identify and respond to sounds in the environment that provide information (e.g., school bell)
- Identify main idea in informational text read aloud
- Listen to identify words and sentences on a chart
- Follow spoken directions involving a few steps
- Listen to identify similarities and differences about people, places, and events

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to communicate data, facts, and ideas in, for example:
  - Role play
  - Large and small group discussions
  - Reports on, for example, classroom projects and field trips
- Speak in order to:
  - Communicate the meaning of personal informational writing, drawing, and experiences
  - Dictate information for teacher recording
  - Report information briefly to peers and familiar adults
  - Identify main ideas
  - Connect information from personal experiences to information from nonfiction texts
  - Retell information after reading or listening
  - Communicate observations from classroom, home, or community
  - Ask questions to clarify topics, directions, and/or classroom routines
  - Respond verbally to questions and/or directions
- Use appropriate visual aids (e.g., puppets, toys, pictures) to illustrate a word or concept when speaking to communicate information

Grades PreK/K

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 2. In prekindergarten, students *are beginning* to develop these Standard 2 skills.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read imaginative texts (or listen to them read aloud), such as:
  - Picture book stories
  - Concept books
  - Poems, rhymes, and songs
  - Stories and poems written for beginning readers
  - Dictated stories
  - Electronic books for beginning readers
- Use comprehension strategies when reading and responding to imaginative texts to:
  - Make connections between personal experiences and the content of stories and poems
  - Connect pictures or illustrations to stories
  - Predict what might happen in a story
  - Draw conclusions about a story's meaning
  - Identify characters, settings, and events in a story
  - Retell or dramatize a story using puppets, toys, or other props
  - Distinguish between what is real and what is imaginary
- Draw on prior knowledge and vocabulary to make connections between personal experiences and the content of stories and poems
- Use technology, with assistance, to read or listen to stories and poems
- Select stories and poems, with assistance, on the basis of personal choice/interest or teacher-selected criteria

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write imaginative texts, such as stories and poems, using drawings with some letters or words
- Write responses to stories and poems using drawings with some letters or words
- Draw or write in order to respond to imaginative texts to:
  - Express feelings about characters or events in stories
  - Describe characters, settings, or events
  - Present a sequence of story events
  - Retell a story
  - Identify the problem and solution in a simple story
- Use age-appropriate technology and software to support the writing of imaginative texts, such as stories and poems
- Maintain, with assistance, a portfolio that includes original imaginative writing and responses to literature

Grades PreK/K

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 2. In prekindergarten, students *are beginning* to develop these Standard 2 skills.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to comprehend, interpret, and respond to:
  - Stories and poems
  - Imaginative performances such as videotape presentations, puppet shows, and dramatic productions
  - Group discussion of a story, song, rhyme, finger play, or poem
- Listen in order to:
  - Appreciate and enjoy literary works
  - Match spoken words with pictures
  - Recall sequence of events from a personal experience or story
  - Identify character, setting, plot
  - Respond to vivid language
  - Distinguish between a story and a poem

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to present interpretations and responses to stories and poems in, for example:
  - Book talks
  - Role play/ creative dramatics/ choral speaking
  - Circle time, group discussions
  - Guided reading sessions
  - Individual conferences with teacher
- Speak to present own imaginative writing, including stories and poems, in classroom settings
- Speak to present interpretations and responses to stories and poems in order to:
  - Interpret words of characters in stories
  - Engage in conversations with adults and peers regarding pictures, books, and experiences
  - Role-play characters or events from stories
  - Express feelings about a work of fiction or poetry
  - Respond to stories, legends, and songs from different cultural and ethnic groups
  - Compare stories from personal experience with stories heard or read
  - Express the mood or emotion of a story by using a variety of vocabulary
  - Describe the actions of characters in a story
  - Retell familiar stories in a logical sequence
  - Ask for clarification of events in a story
  - Describe familiar persons, places, or objects
  - Recite short poems, nursery rhymes, and finger plays
- Speak in order to present own imaginative writing:
  - Tell stories of own creation
  - Dictate stories of one's own for teacher recording
  - Tell real or imaginative stories based on a response to illustrations

Grades PreK/K

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 3. In prekindergarten, students *are beginning* to develop these Standard 3 skills.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read texts (or listen to them read aloud), in order to analyze or evaluate. For example:
  - Picture and concept books
  - Poems, rhymes, and songs
  - Simple articles
  - Posters
  - Electronic resources
  - Advertisements, such as simple slogans or jingles
  - Dictated language experience stories
- Evaluate the content of informational and imaginative texts to:
  - Identify what they *know*, *want* to know, and have *learned* (KWL process) about a specific story, theme, or topic
  - Predict what could happen next or the outcome of a story or article
  - Change the sequence of events in a story to create a different ending
  - Compare a person in a story or article to a known person
  - Form an opinion about the similarities and differences between events in a story and events in own lives
  - Identify the characters in a story and what each contributes to the events of the story
  - Recognize differences in books by the same author
  - Distinguish between informational and imaginative texts
  - Distinguish between what may, or may not, happen in the real world
- Use illustrations to support text interpretation based upon reading or listening to informational and imaginative texts
- Select books for independent reading on the basis of personal or teacher-established criteria

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to express opinions and make judgments:
  - Drawings
  - Words, phrases, or simple sentences, such as simple slogans or jingles
  - Statements about likes and dislikes
  - Contributions to group experience charts including pictures, drawings, words, phrases, or simple sentences
- Write using drawings, letters, words, or symbols to:
  - Express what they know, want to know, or have learned about a theme or topic
  - Respond in pictures or words to an experience or event shared by a classmate
  - Construct an opinion about the meaning of written text
  - Compare characters, settings, and events within and between stories
  - Describe the differences between real and imaginary experiences
  - Explain the connections between personal experiences, and ideas or information in written texts
- Maintain, with assistance, a portfolio of writings and drawings that express opinions and judgments

Grades PreK/K

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 3. In prekindergarten, students *are beginning* to develop these Standard 3 skills.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for similarities and differences in opinion during, for example:
  - Circle time, group discussions
  - Read-aloud situations
  - Individual conferences with teacher
  - Paired discussions
  - Role plays
  - Individual or group viewing of advertisements
  - Videos, films
- Listen in order to:
  - Form an opinion or evaluate ideas based on information in the world around them
  - Form an opinion about a book read aloud by using established criteria such as the appropriateness of title and vocabulary
  - Recognize differences in two or more versions of a familiar story, song, or finger play
  - Identify messages in advertisements by listening to the words, music, and sound effects

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to express opinions during, for example:
  - Circle time
  - Large and small group discussions
  - Read-aloud situations
  - Paired discussions
  - Individual conferences with teacher
  - Role play
- Speak in order to:
  - Contribute to group experience charts
  - Share what they *know*, *want* to know, and have *learned* (KWL process) about a theme or topic
  - Express an opinion about a story, poem, finger play, poster, or advertisement
  - Compare characters, settings, or events in two or more stories
  - Express an opinion about the color, form, and style of illustrations
  - Explain personal criteria (e.g., color, pictures, and subject) for choosing a book, poem, or story
  - Dramatize differences and similarities in characters
  - Brainstorm to create an experience chart or graphic organizer
  - Compare and contrast different versions of the same story
  - Explain why two different characters view the same action or event differently
  - Compare and contrast events or characters in a story with those of their own lives

Grades PreK/K

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 4. In prekindergarten, students *are beginning* to develop these Standard 4 skills.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read texts (or listen to them read aloud) to establish, maintain, and enhance personal relationships. For example:
  - Big books
  - Songs and poems printed on chart paper
  - Morning messages
  - Daily routine charts
  - Experience charts
  - Notes, cards, and letters
- Read social communication from peers or familiar adults in order to establish, maintain, and enhance personal relationships
  - Respect age, gender, and cultural traditions of the writer
  - Recognize the vocabulary and writing conventions of social communication; for example, greetings and closings in letter writing
- Share reading experiences in small or large group settings in order to establish, maintain, and enhance personal relationships
  - Select books, with assistance, for shared reading experiences
  - Share ideas and feelings about books
  - Relate background knowledge and life experiences to words, feelings, and ideas in books shared with a reading partner
  - Respect the ideas and feelings expressed by peers or adults in discussions about books

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Draw or write to establish, maintain, and enhance personal relationships including:
  - Social writing or drawing; for example, cards, notes, and letters exchanged with others
  - Personal experience writing or drawing to share ideas and/or feelings
  - Functional writing or drawing as part of shared play; for example, menus, grocery lists
- Share the process of drawing and writing with peers or adults; for example, write with a partner or in a cooperative group
- Share the products of drawing and writing with peers or adults
- Use pictures and words to compose friendly letters to others, using the conventions of social writing, including greetings and closings
  - Respect the age, gender, and culture of the recipient or audience
- Maintain, with assistance, a portfolio that includes drawings and writings for social interaction

Grades PreK/K

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what PreK/K students in New York State should know and be able to do to make adequate progress toward achieving Standard 4. In prekindergarten, students *are beginning* to develop these Standard 4 skills.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to establish, maintain, and enhance personal relationships during, for example:
  - Conversations
  - Circle time, group discussions
  - Parallel play
  - Role play
  - Shared reading and writing experiences
  - Sing-along
- Listen in social conversation to get to know a peer or familiar adult:
  - Respect the age, gender, and culture of the speaker
  - Listen for the tone of voice and content that signal friendly communication
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to establish, maintain, and enhance personal relationships during, for example:
  - Conversations
  - Circle time
  - Role play
  - Shared reading and writing experiences
  - Collaborative projects
- Speak to get to know a peer or familiar adult in social conversation:
  - Contribute to personal experience stories and participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
  - Respect the age, gender, and interests of the listener
- Discuss the content of friendly notes, cards, letters, and personal experience stories, with a partner or in a small group, to get to know the writer and each other
- Use grade-appropriate vocabulary and grammatical constructions to communicate ideas, emotions, and experience in spoken language

Strategies for Achieving the English Language Arts Standards

Standard 1:
Students will read, write, listen, and speak for information and understanding.

Standard 2:
Students will read, write, listen, and speak for literary response and expression.

Standard 3:
Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4:
Students will read, write, listen, and speak for social interaction.

Grade 1

Grade 1

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read informational texts, such as:
  - Picture books, dictionaries, and children's encyclopedias
  - Classroom displays, charts, posters, and maps
  - Signs and labels in the classroom or school
  - Experience charts
  - How-to books
  - Alphabet books
  - Informational books written for beginning readers, such as biographies
  - Children's newspapers and magazines
  - Electronic books
- Use comprehension strategies when reading informational texts in order to:
  - Collect data and facts
  - Interpret information represented in pictures, illustrations, and simple charts and webs
  - Recognize and interpret familiar signs and symbols from the environment
  - Distinguish between texts with stories and texts with information
  - Clarify and extend the text's meaning
  - Distinguish important from unimportant information
  - Follow the sequence of simple written instructions
- Draw on prior knowledge and vocabulary to understand new data and facts
- Locate and use classroom and library media center resources—both print and electronic—with assistance, to acquire information
- Select informational books, with assistance, based on personal choice/interest or teacher-selected criteria such as a theme/topic

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following in order to begin to record and transmit information:
  - Drawings
  - Letters of the alphabet
  - Numbers
  - Words, phrases, and sentences that explain or describe a picture, fact, or concept
  - Lists and labels
  - Names of persons, places, and things
- Communicate data and facts using words and drawings
- Copy words, phrases, and sentences from books, magazines, signs, and charts for later use
- Write own name on pictures, drawings, paintings, and written products
- Use graphics (e.g., posters, charts) to communicate information
- Use print and electronic resources (e.g., word processing software) to support writing of informational text
- Maintain, with assistance, a portfolio that includes informational writing and drawings

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Grade 1

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for data and facts during, for example:
  - Circle time
  - Small group discussions
  - Individual or group project reports
  - Media presentations (e.g., video, computer)
  - Role play
- Listen in order to:
  - Acquire information
  - Identify main ideas and supporting details
  - Identify and respond to environmental sounds that provide information, such as a school bell or a fire alarm
  - Identify words and sentences on a chart
  - Follow a sequence of directions
  - Identify similarities and differences in information about people, places, and events

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to communicate and respond to data and facts during, for example:
  - Role play
  - Large and small group discussions
  - Individual or group reports
- Speak in order to:
  - Communicate the meaning of personal informational writing and drawing
  - Dictate information for recording by others
  - Report information briefly to peers and familiar adults
  - State main idea with supporting detail
  - Connect information from personal experiences to information from nonfiction texts
  - Retell information in sequence
  - Communicate observations from classroom, home, or community
  - Ask questions to clarify topics, directions, and/or classroom routines
  - Respond verbally to questions and/or directions
- Use appropriate visual aids (e.g., puppets, toys, pictures) to illustrate a word or concept when speaking to communicate information

Grade 1

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read imaginative texts, such as:
  - Picture book stories
  - Concept books
  - Poems, rhymes, and songs
  - Dictated stories
  - Electronic books for beginning readers
- Use comprehension strategies when reading and responding to imaginative texts in order to:
  - Make connections between personal experiences and the content of stories and poems
  - Connect pictures or illustrations to stories
  - Predict what might happen in a story
  - Describe characters, settings, and events in a story
  - Retell, dramatize, or depict a character in a story using puppets, toys, or other props
  - Distinguish between what is real and what is imaginary
  - Distinguish between what is important and what is less important
- Draw on prior knowledge and vocabulary to interpret the content of stories and poetry
- Use technology, with assistance, to read stories and poems
- Select stories and poems, with assistance, on the basis of personal choice or teacher-selected criteria

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write original stories, poems, and songs
- Write the following in order to interpret and respond to stories, poems, and songs:
  - captions under pictures or illustrations
  - names of characters, places, and events
  - descriptive sentences
  - short paragraph
- Write original imaginative texts such as stories, poems, and songs using words and drawings
- Write original stories having a beginning, middle, and end
- Write responses to imaginative texts using words and drawings to:
  - Express feelings about characters or events in stories
  - Describe characters, settings, or events
  - List a sequence of story events
  - Retell a story
  - Identify the problem and solution in a simple story
- Use age-appropriate technology and software to support writing of stories and poems
- Maintain, with assistance, a portfolio that includes both original imaginative writing and responses to literature

Grade 1

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to comprehend, interpret, and respond to stories and poems
- Listen to comprehend, interpret, and respond to imaginative performances such as:
  - Videotape presentations
  - Puppet shows
  - Dramatic productions
- Listen to imaginative texts and performances in order to:
  - Appreciate and enjoy literary works
  - Interpret and make connections
  - Recall sequence of events
  - Identify character, setting, plot
  - Respond to vivid language
  - Identify specific people, places, and events
  - Distinguish between a story and a poem
- Listen to a group discussion of a story, song, rhyme, finger play, or poem

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to present interpretations and responses to stories and poems during, for example:
  - Book talks
  - Role play/ creative dramatics/ choral speaking activities
  - Circle time, group discussions
  - Guided reading sessions
  - Individual conferences with teacher
- Speak in order to present interpretations and responses to stories and poems:
  - Interpret words of characters in stories
  - Engage in discussions with adults and peers regarding pictures, books, and experiences
  - Role-play characters or events from stories
  - Express feelings about a work of fiction or poetry
  - Respond to stories, legends, and songs from different cultural and ethnic groups
  - Compare stories with others they have heard or read
  - Dictate stories with a beginning, middle, and end
  - Express the mood or emotion of a story by using a variety of words
  - Describe the actions of characters in a story
  - Retell familiar stories in a logical sequence
  - Ask for clarification of events in a story
  - Recite short poems, nursery rhymes, and finger plays
- Speak in order to present own imaginative writing:
  - Tell stories of own invention
  - Dictate stories of one's own for teacher recording
  - Tell real or imaginative stories based on a response to own or others' illustrations

Grade 1

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read texts in order to analyze and evaluate. For example:
  - Picture and concept books
  - Poems and rhymes
  - Children's biographies and autobiographies
  - Posters
  - Electronic resources
  - Advertisements, such as simple slogans or jingles
  - Children's newspapers and magazines
- Analyze the content of imaginative and informational texts to:
  - Identify what they *know*, *want* to know, and have *learned* (KWL process) about a specific story, theme, or topic
  - Predict what could happen next or the outcome of a story or article
  - Change the sequence of events in a story to create a different ending
  - Compare a character in a story or article to a person with the same career or experience
  - Form an opinion about the similarities and differences between events in a story and events in own lives
  - Identify the characters in a story and what each contributes to the events of the story
  - Recognize different plots and text patterns in books by the same author
  - Distinguish between real and imaginary events and between fiction and nonfiction texts
  - Identify print messages in advertisements and on products such as cereal boxes
- Use illustrations to support critical analysis of imaginative and informational texts
- Select books for independent reading on the basis of personal evaluation and teacher-established criteria that help develop the skills of analysis and evaluation

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to begin to express opinions and make judgments:
  - Experience charts
  - Posters
  - Advertisements, including simple slogans or jingles
  - Statements about likes and dislikes
  - Brief responses to characters in stories and real-life events
- Write to express opinions and judgments in order to:
  - Share what they *know*, *want* to know, and have *learned* (KWL process) about a theme or topic
  - Respond in pictures or words to an experience or event shared by others
  - Construct an opinion about the meaning of written text
  - Compare characters, settings, and events within and between texts
  - Describe the differences between real and imaginary experiences
  - Explain and analyze the connections between personal experiences, and ideas or information in written texts
- Maintain, with assistance, a portfolio of writings and drawings that express opinions and judgments

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Grade 1

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for similarities and differences in opinions and viewpoints during, for example:
  - Circle time
  - Large and small group discussions
  - Read-aloud situations
  - Individual conferences with teacher
  - Paired discussions
  - Role play
  - Individual or group viewing of advertisements, Videos, films
- Listen in order to:
  - Form an opinion or evaluate ideas based on information in the world around them
  - Take a stand on an issue
  - Form an opinion about a book read aloud by using established criteria such as the choice of title, vocabulary, and richness of content
  - Recognize differences in two or more versions of a familiar story, song, or account of an event
  - Identify messages in advertisements by listening to the words, music, and sound effects

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to express opinions in, for example:
  - Circle time
  - Large and small group discussions
  - Read-aloud situations
  - Paired discussions
  - Individual conferences with teacher
  - Role play
- Speak in order to:
  - Share what they *know*, *want* to know, and have *learned* (KWL process) about a theme or topic
  - Express an opinion or judgment about a story, poem, poster, or advertisement
  - Compare characters, settings, or events in two or more stories or real-life accounts
  - Express an opinion about the color, form, and style of illustrations
  - Explain personal criteria for choosing a book
  - Dramatize similarities and differences in characters
  - Brainstorm to create an experience chart
  - Compare and contrast different versions of the same story
  - Analyze why two characters or persons view the same action or event differently
  - Compare and contrast events or characters in a story with those of their own lives

Grade 1

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read texts in order to establish, maintain, and enhance relationships. For example:
  - Big books
  - Songs and poems
  - Morning messages
  - Daily routine charts
  - Experience charts
  - Notes, cards, and letters
- Read social communication from peers or familiar adults in order to establish, maintain, and enhance personal relationships
  - Respect age, gender, and cultural traditions of the writer
  - Recognize the vocabulary and writing conventions of social communication; for example, greetings and closings in letter writing
- Share reading experiences in small or large group settings in order to establish, maintain, and enhance personal relationships
  - Select books, cooperatively/collaboratively, for shared reading experiences
  - Share ideas and feelings about books
  - Relate one's own background knowledge and life experiences to words, feelings, and ideas in books shared with a reading partner
  - Respect the ideas and feelings expressed by peers or adults in discussions about books

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write to establish, maintain, and enhance personal relationships including:
  - Social writing; for example, cards, notes, and letters exchanged with others
  - Personal experience writing to share ideas and/or feelings
  - Functional writing as part of shared play; for example, menus, grocery lists
- Share the process of writing with peers or adults; for example, brainstorm ideas for writing with a partner or share writing of a story with individual contributions that lead to the final product
- Share the products of writing with peers or adults
- Write friendly letters to others, using the conventions of social writing including greetings, closings, and vocabulary appropriate to friendly letters
  - Respect the age, gender, and culture of the recipient or audience
- Maintain, with assistance, a portfolio that includes writing for social interaction

Grade 1

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 1 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to establish, maintain, and enhance personal relationships during, for example:
  - Conversations
  - Circle time
  - Large and small group discussions
  - Parallel play
  - Role play
  - Shared reading and writing experiences
  - Sing-alongs
- Listen to social conversation to get to know peers or adults
  - Respect the age, gender, and culture of the speaker
  - Listen for the tone of voice and content that signal friendly communication
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to establish, maintain, and enhance personal relationships during, for example:
  - Conversations
  - Circle time
  - Large and small group discussions
  - Role play
  - Shared reading and writing experiences
- Contribute to experience stories and discussions of news of the day, participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
- Share favorite anecdotes, riddles, and rhymes with peers and adults
- Respect the age, gender, and interests of the listener
- Discuss the content of friendly notes, cards, letters, and personal experience stories with a partner or in a small group to get to know the writer and each other

Strategies for Achieving the English Language Arts Standards

Standard 1:
Students will read, write, listen, and speak for information and understanding.

Standard 2:
Students will read, write, listen, and speak for literary response and expression.

Standard 3:
Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4:
Students will read, write, listen, and speak for social interaction.

Grade 2

Grade 2

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read informational texts, such as:
  - Nonfiction books for children
  - Biographies and autobiographies
  - Short essays
  - Grade-appropriate reference materials
  - Children's magazines and newspapers
  - Electronic-based texts, such as children's encyclopedias
  - Maps, diagrams, charts, and graphs
- Use comprehension strategies when reading informational texts in order to:
  - Collect, analyze, and interpret data and facts
  - Identify main ideas and supporting details
  - Categorize ideas and concepts using simple graphic organizers
  - Identify and interpret significant facts from maps, graphs, charts, and other visuals
  - Follow written directions
  - Locate information in a text that is needed to provide evidence or support a statement
  - Connect data and facts from informational texts to prior information and experience
  - Compare and contrast information on a topic from different sources
  - Sequence information
  - Draw conclusions that summarize main ideas
- Locate and use library media resources including both print and electronic resources, with assistance, to acquire information
- Recognize and use organizational features of informational text, such as table of contents, indexes, page numbers, and chapter headings, to locate information
- Distinguish characteristics and conventions of informational text as compared to other text genre
- Select books independently to meet informational needs

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following in order to transmit information:
  - Reports and essays of several paragraphs
  - Brief summaries
  - Graphs and charts
  - Concept maps and semantic webs
  - Simple notes and outlines
  - Formal letters
  - Simple directions
  - Book reports on informational texts
- Demonstrate understanding of a topic by writing brief, clear, and organized essays (e.g., explanations, reports, accounts)
- Use at least two sources of information in writing a report
- Take notes to record data and facts, both by following teacher model and by writing independently
- State a main idea and support it with facts and details
- Support interpretations with evidence from text
- Connect personal experiences and observations to new information from school subject areas
- Use print resources and technology to spell correctly and to support writing of informational text
- Maintain a portfolio that includes informational writing

Grade 2

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for data, facts, and ideas during, for example:
  - Small and large group discussions
  - Conferences
  - Interviews
  - School assemblies
  - Student presentations
  - Multimedia presentations
  - Oral reports

  Listen in order to:
  - Acquire information
  - Learn procedures
  - Identify main ideas and distinguish between important and less important supporting details
  - Determine the sequence of information
  - Draw conclusions
  - Interpret information by drawing on prior knowledge and experience

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to communicate data, facts, and ideas during, for example:
  - Small group interactions
  - Class discussions and meetings
  - Conferences
  - Interviews
  - Classroom presentations
  - Read-alouds
- Speak in order to:
  - Provide information in sequence
  - Ask and respond to questions
  - Draw conclusions
  - Summarize main ideas with supporting details
  - Describe a problem and suggest one or more solutions
  - Explain a line of reasoning
  - Collaborate on an informational project
- Present a short spoken report, using at least two sources of information, complete sentences, appropriate vocabulary, and logical order

Grade 2

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read imaginative texts, such as:
  - Stories
  - Poems, rhymes, and songs
  - Folktales and fables
  - Plays
  - Electronic books
- Use comprehension strategies when reading and responding to imaginative texts in order to:
  - Recognize differences among genres, such as fiction, poetry, and drama
  - Connect setting, plot, and characters in literature to own lives
  - Use evidence from stories to identify themes; describe characters, their actions, and motivations; and sequence events
  - Use knowledge of story structure, story elements, and key vocabulary to respond to stories
  - Use simple graphic organizers to depict events in stories and relationships among characters
  - Make predictions and draw conclusions and inferences about events and characters
  - Distinguish between what is real and what is imaginary, and between nonfiction and fiction
- Draw on prior knowledge and vocabulary to make connections between personal experience and the content of imaginative texts
- Use technology to read imaginative texts
- Engage in purposeful oral reading of imaginative texts in large and small groups
- Engage in independent silent reading of imaginative texts followed by group discussion
- Identify cultural influences in texts
- Select literature representing a variety of genres and authors on the basis of personal needs and interests

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write original imaginative texts, such as:
  - Stories
  - Poems, rhymes, and songs
  - Plays
- Write original imaginative texts in order to:
  - Create characters, simple plot, and setting
  - Use dialogue to create short plays and stories
  - Use rhythm and rhyme to create short poems and songs
  - Use vivid and playful language
  - Use descriptive language to create an image
- Write interpretive and responsive essays of a few paragraphs
- Write interpretive and responsive essays in order to:
  - Describe literary elements such as plot, setting, characters
  - Describe themes of imaginative texts
  - Express a personal response to literature
  - Compare and contrast elements of text
  - Explain the cause of events (how and why)
- Use resources such as personal experiences and themes from other texts and performances to make connections and to stimulate own writing
- Use age-appropriate technology and software to create, respond to, review, and interpret imaginative texts
- Maintain a portfolio that includes both original imaginative writing and responses to literature

Grade 2

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to comprehend, interpret, and respond to imaginative texts, such as:
  - Stories
  - Poems and songs
  - Folktales and fables
- Listen to comprehend, interpret, and respond to imaginative performances, such as:
  - Plays
  - Film, video, and audio productions
- Listen to imaginative texts and performances in order to:
  - Appreciate and enjoy literary works
  - Identify elements of character, plot, and setting
  - Understand author's message or intent
  - Connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation
  - Identify author's use of rhythm, repetition, and rhyme
  - Compare and contrast ideas of others to own ideas
- Listen to group discussion about the content and meaning of imaginative texts

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to present interpretations and responses to imaginative texts during, for example:
  - Class and group discussions
  - Role play and creative drama
  - Conferences
  - Book reviews
  - Collaborative projects
- Speak in order to present interpretations and responses to stories, poems, and plays
  - Give oral book reviews
  - Describe characters, setting, and plot
  - State inferences made and conclusions drawn
  - Compare imaginative texts and performances to personal experiences and prior knowledge
  - Explain cultural and ethnic features in imaginative texts
  - Ask questions to clarify and interpret imaginative texts and performances
  - Discuss themes of imaginative texts
  - Respond to works presented by others
- Speak to present own imaginative writing during, for example:
  - classroom activities
  - multi-class activities
- Speak in order to present or perform own imaginative writing
  - Tell stories and recite poems of own invention
  - Tell real or imaginative stories based on a response to own or others' illustrations

Grade 2

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read to analyze and evaluate information, ideas, and experiences from resources, such as:
  - Children's books, including biographies and autobiographies
  - Children's newspapers and magazines
  - Articles, essays, reports, and reviews
  - Editorials in student newspapers
  - Advertisements
  - Electronic resources
- Analyze and evaluate the content of informational and imaginative texts in order to:
  - Identify the author's purpose
  - Identify important and unimportant details
  - Determine whether events, actions, characters, and/or settings are realistic
  - Identify recurring themes across works in print and media
  - Compare and contrast characters, plot, and setting in two literary works
  - Analyze ideas and information on the basis of prior knowledge and personal experience
  - Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
  - Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
  - Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Select, both independently and with assistance, informational or imaginative texts that can be used for analysis and evaluation

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to analyze and evaluate ideas, information, and experiences:
  - Persuasive essays and letters
  - Editorials for classroom and school newspapers
  - Movie and book reviews
  - Reports
  - Advertisements
- Write to express opinions and judgments in order to:
  - Organize ideas and information using semantic webs and concept maps
  - State a main idea, theme, or opinion and provide supporting details from the text
  - Support ideas using relevant examples, reasons, and explanations
  - Express a personal point of view supported by details from the text
  - Analyze and evaluate new ideas using personal experience and background knowledge
  - Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written text
  - Create an advertisement, using words and pictures, in order to illustrate an opinion about a product
  - Use effective vocabulary and voice in persuasive and expository writing
  - Use details from stories or informational texts to predict, explain, or show relationships
  - Use ideas from two or more sources of information to generalize about cause and effect, or other relationships
- Maintain a portfolio that includes written analysis and evaluation

Grade 2

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to analyze and evaluate ideas, information, and experiences during, for example:
  - Class and group discussions
  - Conferences
  - Collaborative projects
  - Role play
  - Class presentations, such as oral book reviews
  - Individual or group viewing of videos, films, and CDs
- Listen in order to:
  - Distinguish between information in media texts such as live action news coverage, and fictional material in dramatic productions
  - Form an opinion about the texts read aloud, on the basis of criteria such as character, plot, and setting
  - Recognize the perspectives of others
  - Form an opinion about the message of advertisements, on the basis of criteria such as language and tone
  - Distinguish between fact and opinion
  - Evaluate the speaker's presentation, on the basis of criteria such as tone of voice and organization of content

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to express opinions and judgments during, for example:
  - Class and group discussions
  - Role play
  - Conferences
  - Collaborative projects
  - Book reviews
  - Presentations
- Speak in order to:
  - Analyze a character's actions, considering both the situation and the motivation of the character
  - Express an opinion or judgment about the effectiveness of literary features
  - Discuss the impact of vocabulary, format, illustrations, and titles in evaluating information and ideas
  - Express an opinion or judgment about school or community issues and support with evidence
  - Use personal experience and knowledge to analyze and evaluate new ideas and concepts
  - Express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements,and support with details from the text
  - Role-play to communicate an interpretation or evaluation of real or imaginary people or events

Grade 2

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read the following in order to establish, maintain, and enhance personal relationships:
  - Friendly letters, notes, cards
  - Published diaries or journals
  - Messages
  - Invitations
- Read social communications from peers or adults in order to establish, maintain, and enhance personal relationships
  - Respect age, gender, position, and cultural traditions of the writer
  - Recognize the types of language appropriate to both formal and informal social communication
- Share reading experiences in order to build relationships with peers or adults: for example, participating in book clubs and discussion groups
  - Select books for shared reading experiences
  - Share ideas and feelings about books
  - Connect background knowledge and life experiences to works, feelings, and ideas in books shared with a reading partner
  - Respect the ideas and feelings expressed by peers or adults
- Select, both independently and with assistance, texts such as diaries, journals, and letters

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to establish, maintain, and enhance personal relationships:
  - Friendly letters, notes, and cards to friends, relatives, and pen pals
  - Personal diaries or journals
  - Messages
  - Invitations
- Write in order to establish, maintain, and enhance personal relationships
  - Share the process of writing with peers and adults; for example, write with a partner or in a cooperative group
  - Share the products of writing with an audience of peers or adults
- Write social communications using the conventions of social writing
  - Respect age, gender, position, and cultural traditions of the recipient
  - Develop a personal "voice" that enables the reader to get to know the writer
  - Use the tone, vocabulary, and sentence structure of formal and informal social conversation
- Maintain a portfolio that includes writing for social interaction

Grade 2

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 2 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to establish, maintain, and enhance personal relationships during, for example:
  - Informal conversations with peers and familiar adults
  - Class discussions
  - Small group discussions
  - Conferences
  - Role play
  - Collaborative projects
- Listen in social conversation in order to get to know peers or adults
  - Respect the age, gender, position, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud in order to get to know the writer and/or classmates and fellow listeners
  - Listen for the tone of voice and content that signal friendly communication
- Listen with sensitivity to the ideas of others

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to establish, maintain, and enhance personal relationships during, for example:
  - Informal conversations with peers and familiar adults
  - Class discussions
  - Small group discussions
  - Conferences
  - Role play
  - Collaborative projects
- Respect age, gender, position, and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards, letters, and personal narratives with a partner or small group in order to get to know the writer and each other
- Avoid interrupting in social conversation
- Interact responsively in social conversation in order to encourage the ideas and opinions of others

Strategies for Achieving the English Language Arts Standards

Standard 1:
Students will read, write, listen, and speak for information and understanding.

Standard 2:
Students will read, write, listen, and speak for literary response and expression.

Standard 3:
Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4:
Students will read, write, listen, and speak for social interaction.

Grade 3

Grade 3

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read from informational texts, such as:
  - Nonfiction books for children
  - Biographies and autobiographies
  - Essays
  - Maps, diagrams, charts, and graphs
  - Grade-appropriate reference materials
  - Children's magazines and newspapers
  - Electronic-based texts, such as children's encyclopedias
- Use comprehension strategies when reading informational texts in order to:
  - Collect, analyze, and interpret data, facts, and ideas
  - Identify main ideas and supporting details
  - Categorize ideas and concepts using graphic organizers
  - Identify and interpret significant facts from maps, graphs, charts, and other visuals
  - Follow written directions
  - Locate information in a text that is needed to provide evidence or support a statement
  - Connect data and facts from informational texts to prior knowledge and experience
  - Compare and contrast information on a topic using more than one source
  - Sequence information
  - Draw conclusions that summarize main ideas
- Locate and use library media resources including both print and electronic resources to acquire information
- Use knowledge of text structure to locate and interpret information
- Distinguish characteristics and conventions of informational text as compared to other text genres
- Draw on prior experience and vocabulary to make connections between personal experience and the content of informational text
- Participate in reciprocal discussions with peers to construct the meaning of informational text
- Select books independently to meet informational needs

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following in order to begin to transmit information:
  - Reports and essays of several paragraphs to two pages
  - Summaries
  - Graphs and charts
  - Concept maps and semantic webs
  - Notes and outlines
  - Formal letters
  - Directions
  - Book reports on informational texts
- Demonstrate understanding of a topic by writing clear, well-organized, and well-developed essays (e.g., explanations, reports, accounts, and directions)
- Use two or more sources of information in writing a report
- Take notes to record data, facts, and ideas, both by following teacher model and by writing independently
- State a main idea and support it with facts and details
- Support interpretations with evidence from text
- Connect personal experiences and observations to new information from school subject areas
- Use print resources and technology to spell correctly and to support writing of informational text
- Maintain a portfolio that includes informational writing

Grade 3

STANDARD 1

Read, Write, Listen, and Speak for Information and Understanding.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 1.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen for data, facts, and ideas during, for example:
  - Small and large group discussions
  - Conferences
  - Interviews
  - School and community assemblies
  - Presentations in school and public settings
  - Multimedia presentations
  - Oral reports
- Listen in order to:
  - Take notes
  - Acquire information
  - Learn procedures
  - Identify main ideas and distinguish between important and less important supporting details
  - Determine the sequence of information
  - Draw conclusions
  - Interpret information by drawing on prior knowledge and experience

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to communicate data, facts, and ideas during, for example:
  - Small group interactions
  - Class discussions and meetings
  - Conferences
  - Presentations to large and small groups
  - Read-alouds
- Speak in order to:
  - Provide information in appropriate sequence
  - Ask and respond to questions
  - Draw conclusions
  - Summarize main ideas with supporting details
  - Describe a problem and suggest one or more solutions
  - Explain a line of reasoning
  - Collaborate on an informational project
- Present a spoken report, using more than one source of information, complete sentences, appropriate vocabulary, and logical order

Grade 3

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read imaginative texts, such as:
  - Stories
  - Poems
  - Folktales and fables
  - Plays
  - Electronic books
- Use a range of comprehension strategies when reading and responding to imaginative texts in order to:
  - Recognize differences among genres such as fiction, poetry, and drama
  - Connect setting, plot, and characters in literature to own lives
  - Use evidence from stories to identify themes; describe characters, their actions and motivations; and sequence events
  - Use knowledge of story structure, story elements, and key vocabulary to respond to stories
  - Make predictions and draw conclusions and inferences about events and characters
  - Use graphic organizers to depict events in stories and relationships among characters
  - Distinguish between what is real and what is imaginary and between nonfiction and fiction
- Draw on prior knowledge and vocabulary to make connections between personal experience and the content of imaginative texts
- Use technology to read imaginative texts
- Engage in purposeful oral reading of imaginative texts in large and small groups
- Engage in independent silent reading of imaginative texts followed by group discussion
- Identify cultural influences in texts
- Select literature representing a variety of genres and authors on the basis of personal needs and interests

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write original imaginative texts, such as:
  - Stories
  - Poems
  - Plays
  - Adaptations
- Write original imaginative texts in order to:
  - Create characters, simple plot, and setting
  - Use vivid and playful language
  - Use rhythm and rhyme to create short poems and songs
  - Use dialogue to create short plays and stories
  - Use descriptive language to create an image
- Write interpretive and responsive essays of several paragraphs
- Write interpretive and responsive essays in order to:
  - Describe literary elements such as plot, setting, characters
  - Describe themes of imaginative texts
  - Express a personal response to literature
  - Compare and contrast elements of texts
  - Explain the cause of events (how and why)
- Use resources, such as personal experiences and themes from other texts and performances, to make connections and to stimulate own writing
- Use appropriate technology and software to create, respond to, review, and interpret imaginative texts
- Maintain a portfolio that includes both original imaginative writing and responses to literature

Grade 3

STANDARD 2

Read, Write, Listen, and Speak for Literary Response and Expression.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 2.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
  - Stories
  - Poems
  - Folktales and fables
- Listen to comprehend, interpret, and respond to imaginative performances such as:
  - Plays
  - Film, video, and audio productions
  - Readings by authors, adults, and peers
- Listen to imaginative texts and performances in order to:
  - Appreciate and enjoy literary works
  - Identify elements of character, plot, and setting
  - Understand author's message or intent
  - Connect imaginative texts to previous reading and life experiences in order to enhance understanding and appreciation
  - Identify author's use of rhythm, repetition, and rhyme
  - Compare and contrast ideas of others to own ideas
- Listen to group discussion about the content and meaning of imaginative texts

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to present interpretations and responses to imaginative texts during, for example:
  - Class and group discussions
  - Role play and creative drama
  - Conferences
  - Book reviews
  - Collaborative projects
- Speak in order to present interpretations of stories, poems, and plays
  - Give oral book reviews
  - Describe characters, setting, and plot
  - State inferences made and conclusions drawn
  - Compare imaginative texts and performances to personal experiences and prior knowledge
  - Explain cultural and ethnic features in imaginative texts
  - Ask questions to clarify and interpret imaginative texts and performances
  - Discuss themes of imaginative texts
  - Respond to works presented by other
- Speak to present own imaginative writing during, for example:
  - School assemblies
  - Community gatherings
- Speak in order to present or perform own imaginative writing
  - Tell stories and recite poems of own invention
  - Act the role of a character in a play of own invention

Grade 3

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read to analyze and evaluate information, ideas, and experiences from resources, such as:
  - Children's books, including biographies and autobiographies
  - Children's newspapers and magazines
  - Articles, essays, reports, and reviews
  - Editorials in newspapers
  - Advertisements
  - Electronic resources
- Evaluate the content of informational and imaginative texts in order to:
  - Identify the author's purpose
  - Discriminate between important and unimportant details
  - Determine whether events, actions, characters, and/or settings are realistic
  - Identify recurring themes across works in print and media
  - Compare and contrast characters, plot, and setting in two literary works
  - Analyze ideas and information on the basis of prior knowledge and personal experience
  - Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
  - Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
  - Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Select independently informational or imaginative texts that can be used for analysis and evaluation

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to analyze and evaluate ideas, information, and experiences:
  - Persuasive essays and letters
  - Editorials for classroom and school newspapers
  - Movie and book reviews
  - Reports
  - Advertisements
- Write to express opinions and judgments in order to:
  - Organize ideas and information using semantic webs and concept maps
  - Defend a main idea, theme, or opinion and provide supporting details from the text
  - Support ideas with examples, reasons, and explanations that are relevant
  - Defend a personal point of view supported by details from the text
  - Analyze and evaluate new ideas using personal experience and background knowledge
  - Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written text
  - Create an advertisement, using words and pictures, in order to illustrate an opinion about a product
  - Use effective vocabulary and voice in persuasive and expository writing
  - Use details from stories or informational texts to predict, explain, or show relationships
  - Use ideas from several sources of information to generalize about cause and effect or other relationships
- Maintain a portfolio that includes written analysis and evaluation

Grade 3

STANDARD 3

Read, Write, Listen, and Speak for Critical Analysis and Evaluation.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 3.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to analyze and evaluate ideas, information, and experiences during, for example:
  - Class and group discussions
  - Conferences
  - Collaborative projects
  - Role play
  - Class presentations, such as oral book reviews
  - Individual or group viewing of videos, films, and CDs
- Listen in order to:
  - Distinguish between information in media texts, such as live action news coverage, and fictional material in dramatic productions
  - Defend an opinion about texts read aloud, on the basis of criteria such as character, plot, and setting
  - Recognize the perspectives of others
  - Defend an opinion about the message of advertisements, on the basis of criteria such as language and tone
  - Distinguish between fact and opinion
  - Gather information to substantiate an opinion or idea
  - Evaluate the speaker's presentation, on the basis of criteria such as volume and tone of voice and organization of content

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to express opinions and judgments during, for example:
  - Class and group discussions
  - Role play
  - Conferences
  - Collaborative projects
  - Book reviews
  - Presentations
  - Debates
- Speak in order to:
  - Analyze a character's actions, considering both the situation and the motivation of the character
  - Defend an opinion or judgment about the effectiveness of literary features
  - Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas and information
  - Defend an opinion or judgment about school or community issues, supporting with evidence
  - Use personal experience and knowledge to analyze and evaluate new ideas and concepts
  - Defend an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements, supporting with details from the text
  - Role-play to communicate an interpretation or evaluation of real or imaginary people or events

Grade 3

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

READING

STUDENTS WILL READ ON A DAILY BASIS.

- Read the following in order to establish, maintain, and enhance personal relationships:
  - Friendly letters, notes, and cards
  - Published diaries or journals
  - Messages
  - Invitations
- Read social communication from peers or adults in order to establish, maintain, and enhance personal relationships
  - Respect age, gender, position, and cultural traditions of the writer
  - Recognize the types of language appropriate to both formal and informal social communication
- Share reading experiences in order to build relationships with peers or adults; for example, participating in book clubs and discussion groups
  - Select books for shared reading experiences
  - Share ideas and feelings about books
  - Connect background knowledge and life experience to works, feelings, and ideas in books shared with a reading partner
  - Respect the ideas and feelings expressed by peers or adults
- Select independently texts such as diaries, journals, and letters

WRITING

STUDENTS WILL WRITE ON A DAILY BASIS.

- Write the following to establish, maintain, and enhance personal relationships:
  - Friendly letters, notes, and cards to friends, relatives, and pen pals
  - Personal diaries or journals
- Write in order to establish, maintain, and enhance personal relationships
  - Share the process of writing with peers or adults; e.g., write with a partner or in a cooperative group
  - Share the products of writing with an audience of peers or adults
- Write for social communication using the conventions of social writing
  - Respect age, gender, position, and cultural traditions of the recipient
  - Develop a personal "voice" that enables the reader to get to know the writer
  - Use the tone, vocabulary, and sentence structure of formal and informal social conversation
- Maintain a portfolio that includes writing for social interaction

Grade 3

STANDARD 4

Read, Write, Listen, and Speak for Social Interaction.

Examples of what grade 3 students in New York State should know and be able to do to make adequate progress toward achieving Standard 4.

LISTENING

STUDENTS WILL LISTEN ON A DAILY BASIS.

- Listen to establish, maintain, and enhance personal relationships during, for example:
  - Informal conversations with peers and adults
  - Class discussions
  - Small group discussions
  - Conferences
  - Role play
  - Collaborative projects
- Listen in social conversation in order to get to know peers or adults
  - Respect the age, gender, position, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud in order to get to know the writer and/or classmates and fellow listeners
  - Listen for the tone of voice and content that signal friendly communication
- Listen in a sensitive and supportive manner

SPEAKING

STUDENTS WILL SPEAK ON A DAILY BASIS.

- Speak to establish, maintain, and enhance personal relationships in, for example:
  - Informal conversations with peers and familiar adults
  - Class discussions
  - Small group discussions
  - Conferences
  - Role play
  - Collaborative projects
- Respect age, gender, position, and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards, letters, and personal narratives with a partner or small group in order to get to know the writer and each other
- Avoid interrupting in social conversation
- Interact responsively in social conversation in classroom, school, and community settings in order to encourage the ideas and opinions of others

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ED031684